



National
Qualifications
2019

2019 History

National 5

Finalised Marking Instructions

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General marking principles for National 5 History

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

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: 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 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.
For example, *Some soldiers on the Western Front suffered from trench foot as they were unable to keep their feet dry. (1 mark for knowledge, even though this does not specify that it relates to the Scottish soldiers)*
 - (ii) There are six types of question used in this question paper. Each assesses a particular skill, namely
 - A. Describe . . . (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)

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 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.

Question: 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.

Question: Compare the views of Sources A and B about the effectiveness of King Charles I as a ruler.

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

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

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

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

Question: 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)
- 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)

Marking instructions for each question

Section 1 – Scottish Contexts

PART A – The Wars of Independence, 1286-1328

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
1.		<p>Candidates 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.</p> <p>Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark awarded for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge. A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows</p> <ul style="list-style-type: none"> • 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). 	9	Possible factors	Key points of knowledge to support this factor may include
				Death of the Maid of Norway	<ol style="list-style-type: none"> 1. Margaret died soon after reaching Orkney in 1290 (removed Scotland's direct heir) 2. Treaty of Birgham (1290) agreed marriage between Margaret and Edward's son/Scotland would remain separate from England (treaty useless after Margaret's death)
				Death of King Alexander III	<ol style="list-style-type: none"> 3. Alexander III died without any sons/there was no direct male heirs to the throne 4. Alexander's closest relation was Margaret Maid of Norway. There were worries about her being too young to rule
				Role of Edward I	<ol style="list-style-type: none"> 5. Edward asked for help by the Scottish Guardians after Margaret's death

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
					Possible factors	Key points of knowledge to support this factor may include
						<p>6. Edward convinces Guardians to resign so he could replace them</p> <p>7. Edward brought an army with him to Norham to intimidate the Scots</p>
					The Great Cause	<p>8. 13 competitors for the throne – Robert Bruce and John Balliol chief claimants</p> <p>9. the Award of Norham 1291 – Edward demanded Scotland accept him as their overlord and he would choose the next king</p> <p>10. Edward chose John Balliol as the next king</p> <p>11. fear of civil war breaking out</p>
					Other factors	12. any other valid point.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	<p>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.</p> <p>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.</p> <p>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.</p>	6	<p>Possible points which may be identified from the source include</p> <ol style="list-style-type: none"> 1. Edward insulted him by treating him like one of his barons and not as his equal 2. Edward annoyed the Scots by ordering Balliol to attend ceremonies at his court in England, which emphasised that Edward was superior/Edward had made the competitors to the Scottish throne agree that he was the overlord of Scotland 3. the Scots were furious that Edward interfered in Scottish legal judgements 4. the Treaty of Birgham had agreed that Scotland would keep its own laws and Edward was not respecting Scotland's concerns <p>Possible points of significant omission may include</p> <ol style="list-style-type: none"> 5. Edward sent orders directly to Scottish nobles without consulting Balliol which was insulting to the Scottish crown 6. the Pope agreed that because the Scots had been bullied into making agreements with Edward they could break them 7. Edward ordered the Scots to send soldiers to join his army to fight in France but the Scots refused because they had no quarrel with the French/made a treaty with France instead 8. the Council of Twelve encouraged Balliol to rebel instead of obeying Edward 9. any other valid point of significant omission.

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3.	<p>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.</p> <p>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).</p>	6	<p>Possible reasons may include</p> <ol style="list-style-type: none"> 1. many nobles were always reluctant to accept Wallace as leader because he was not of noble birth 2. many nobles were jealous of Wallace's success at Stirling Bridge after their own capitulation at Irvine 3. many nobles blamed Wallace for the defeat at Falkirk because he chose the site for the battle/led the Scots in the battle 4. Wallace had only been made Guardian because he was successful; defeat meant there was no reason for many nobles to continue to support him 5. Wallace continued to support Balliol as king which lost him some support from Bruce's followers 6. Edward had won round the nobles with an amnesty if they promised their loyalty to him; Wallace was excluded from 7. at Edward's behest the Scots parliament agreed Wallace was an outlaw ending any support 8. Wallace's continued opposition to Edward became an embarrassment to the nobles because they had agreed to end rebellion 9. the Scots were exhausted by years of war so no longer wanted an antagonistic leader 10. any other valid reason.

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4.		<p>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.</p> <p>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).</p>	4	<p>Possible points of comparison may include</p> <p>Overall – the sources agree that Bruce had help and support from Scottish churchmen.</p> <table border="1"> <thead> <tr> <th>Source B</th> <th>Source C</th> </tr> </thead> <tbody> <tr> <td>Bruce murdered Comyn in church but Bishop Wishart did not punish him for this act of sacrilege.</td> <td>Bishop Wishart pardoned him after the murder of Comyn.</td> </tr> <tr> <td>Wishart helped Bruce to become king, giving him robes for his coronation.</td> <td>Three bishops attended his coronation at Scone where he was dressed in royal robes supplied by Wishart.</td> </tr> <tr> <td>Wishart took timber and used it to make weapons to attack castles held by the English.</td> <td>Wishart was active for Bruce against Edward, even seizing the castle at Cupar like a man of war.</td> </tr> </tbody> </table>	Source B	Source C	Bruce murdered Comyn in church but Bishop Wishart did not punish him for this act of sacrilege.	Bishop Wishart pardoned him after the murder of Comyn.	Wishart helped Bruce to become king, giving him robes for his coronation.	Three bishops attended his coronation at Scone where he was dressed in royal robes supplied by Wishart.	Wishart took timber and used it to make weapons to attack castles held by the English.	Wishart was active for Bruce against Edward, even seizing the castle at Cupar like a man of war.
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5.		<p>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.</p> <p>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).</p>	4	<p>Possible points of knowledge may include</p> <ol style="list-style-type: none"> 1. the temporary truces agreed between the Scots and English were repeatedly broken 2. the Scots recaptured Berwick, the last part of Scotland in English hands 3. Bruce put pressure on Edward's authority by continuing to raid the north of England 4. some English nobles paid the Scots not to raid their lands which infuriated Edward 5. Edward was deposed and replaced as ruler by his wife and young son 6. Isabella and Mortimer were becoming unpopular in England so wanted peace 7. Bruce began granting land in northern England to his own Scottish supporters 8. Scotland's relationship with the Pope improved which weakened the English case 9. any other valid point of knowledge.

Section 1 – Scottish Contexts

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

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
6.		<p>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.</p> <p>Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark awarded for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge. A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows</p> <ul style="list-style-type: none"> • 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). 	9	Possible factors	Key points of knowledge to support this factor may include
				The Rough Wooing	<ol style="list-style-type: none"> 1. Henry VIII ordered the invasion of Scotland in 1544 because of the rejection of the Treaty of Greenwich 2. English armies burned down Edinburgh and Berwick and destroyed abbeys 3. Battle of Pinkie 1547 saw the Scottish army defeated by the English and most of southern Scotland came under English occupation 4. 1548 French troops arrived in Leith, Edinburgh and drove the English out of Scotland
				Mary's move to France	<ol style="list-style-type: none"> 5. 1548 the Treaty of Haddington was signed and Mary was moved to France 6. Mary was pledged to marry the French Dauphin Francis 7. Mary married the French Dauphin in 1558 and became Queen of France as well as Scotland in 1559

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8.	<p>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.</p> <p>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).</p>	6	<p>Possible reasons may include</p> <ol style="list-style-type: none"> 1. Scotland had become a Protestant country and Mary was regarded with suspicion because she was Catholic 2. many nobles were suspicious of Mary as they thought she would replace them with Frenchmen 3. Mary was female and many people were suspicious of a female monarch 4. Mary was young so some believed she would be too inexperienced to rule a country 5. Mary returned to find the nobles in competition with each other (for example Huntly, Moray) 6. tensions were still high due to the fact that there had recently been a revolt against her mother, Mary of Guise 7. Mary was considered to be French and the French were still unpopular in Scotland 8. Elizabeth I was hostile to Mary because she claimed to be the Queen of England 9. any other valid reason.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
9.		<p>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.</p> <p>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.</p> <p>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.</p>	6	<p>Possible points which may be identified from the source include</p> <ol style="list-style-type: none"> 1. the marriage caused divisions amongst the Scottish lords resulting in the Chaseabout Raid 2. Mary lost the support of important nobles because of the marriage, such as Moray and Argyll 3. Darnley demanded to be given the Crown Matrimonial which Mary refused 4. the tension created because of the demands for the Crown Matrimonial led to more Scottish nobles disliking Darnley as Mary's choice of husband <p>Possible points of significant omission may include</p> <ol style="list-style-type: none"> 5. Queen Elizabeth did not approve of the marriage, which led to further tension between England and Scotland 6. Darnley humiliated Mary with his bad behaviour (for example drinking and womanising) 7. Darnley was involved in the murder of Riccio, which caused further humiliation for Mary 8. Darnley refused to attend his son's baptism, which was embarrassing for Mary 9. when Darnley was murdered, Mary was thought to be involved 10. Mary married Bothwell, who was assumed to be Darnley's murderer, which made Mary seem to be a co-conspirator 11. any other valid point of significant omission.

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10.	<p>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.</p> <p>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).</p>	4	<p>Possible points of comparison may include</p> <p>Overall – the sources agree about the reasons why Elizabeth kept Mary in prison.</p> <table border="1" data-bbox="940 454 1436 1400"> <thead> <tr> <th data-bbox="940 454 1187 510">Source B</th> <th data-bbox="1187 454 1436 510">Source C</th> </tr> </thead> <tbody> <tr> <td data-bbox="940 510 1187 808">During this time she (Mary) was implicated in plots to overthrow Elizabeth and put herself on the throne.</td> <td data-bbox="1187 510 1436 808">Whilst Mary, Queen of Scots was imprisoned by Elizabeth I she was thought to be involved in secret plans to replace her.</td> </tr> <tr> <td data-bbox="940 808 1187 1070">One possible solution would be to kill Mary, but this would cause international outcry.</td> <td data-bbox="1187 808 1436 1070">If Mary was to be executed there would be strong opposition from France and Spain.</td> </tr> <tr> <td data-bbox="940 1070 1187 1400">It could cause further problems for Elizabeth if she were to give the idea that queens could be executed.</td> <td data-bbox="1187 1070 1436 1400">Mary could not be executed because it would not look good for Elizabeth (if she was to allow another queen to be killed).</td> </tr> </tbody> </table>	Source B	Source C	During this time she (Mary) was implicated in plots to overthrow Elizabeth and put herself on the throne.	Whilst Mary, Queen of Scots was imprisoned by Elizabeth I she was thought to be involved in secret plans to replace her.	One possible solution would be to kill Mary, but this would cause international outcry.	If Mary was to be executed there would be strong opposition from France and Spain.	It could cause further problems for Elizabeth if she were to give the idea that queens could be executed.	Mary could not be executed because it would not look good for Elizabeth (if she was to allow another queen to be killed).
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Section 1 – Scottish Contexts

PART C – The Treaty of Union, 1689–1715

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
11.		<p>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.</p> <p>Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark awarded for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge. A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows</p> <ul style="list-style-type: none"> • 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). 	9	Possible factors	Key points of knowledge to support this factor may include
				The failure of the Darien Scheme	<ol style="list-style-type: none"> 1. feeling that William had acted against Scottish interests to discourage investment in the Company of Scotland and therefore ensure the failure of the Darien Scheme 2. belief among Scots that William wanted to see Darien fail as he wanted to avoid upsetting the Spanish 3. the anger at failure of English in West Indies to supply relief expedition to Darien
				The Glencoe Massacre	<ol style="list-style-type: none"> 4. there was anger at the nature of the massacre – women and children killed/slaughter under trust 5. there was a belief in Scotland that the massacre had been approved in London 6. some Scots saw the massacre as an attempt to ethnically cleanse the Gaels

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
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12.	<p>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.</p> <p>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).</p>	4	<p>Possible points of knowledge may include</p> <ol style="list-style-type: none"> 1. Union would protect Scottish Protestantism/Presbyterianism 2. Union would ensure the Hanoverian Succession 3. Union would ensure access to England's colonies/boost the Scottish economy 4. Scots trade/traders would gain protection from the English fleet 5. Union would prevent the damaging Alien Act from coming into effect 6. Union would protect Scotland's distinct legal system 7. Union would end years of dispute/uncertainty between Scotland and England 8. if Scots failed to agree to the Union the English might invade and enforce a worse settlement 9. any other valid point of knowledge.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
13.	<p>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.</p> <p>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.</p> <p>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.</p>	6	<p>Possible points which may be identified from the source include</p> <ol style="list-style-type: none"> 1. opponents claimed that Union would lead to a rise in Scottish taxes 2. it was argued that in the aftermath of Union Scottish businesses would not be able to compete with stronger English businesses 3. others expressed fears that Union would create a United British Parliament which would not reflect Scottish views as it would be dominated by English MPs 4. some feared that Union would lead to the end of Scotland's identity as an independent nation <p>Possible points of significant omission may include</p> <ol style="list-style-type: none"> 5. Episcopalians in Scotland opposed Union as it would secure the Hanoverian succession (only a return to the Stuart dynasty could restore episcopacy to the Scottish church) 6. there were already fears that English foreign policy was operating against Scottish interests (for example anger in Scotland over failure of English to consult before entry into the War of the Spanish Succession) 7. some Presbyterians had fears over the position of the Church of Scotland (as the English Parliament was dominated by the Episcopalian Anglican church with Bishops' seats in the House of Lords) 8. many Scots would have preferred a Federal Union as this would have allowed Scotland to keep its own Parliament 9. Union would be wrong as a majority of the Scottish people opposed it 10. Many Scots were still loyal to the Jacobite cause 11. any other valid point of significant omission.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
14.		<p>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.</p> <p>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).</p>	6	<p>Possible reasons may include</p> <ol style="list-style-type: none"> 1. the offer of almost £400,000 in the Equivalent persuaded many to vote in favour of Union 2. the Squadrone Volante were persuaded to vote in favour by the prospect of gaining control of the Equivalent 3. bribery of Scottish Ministers/politicians through £20,000 issued to the Earl of Glasgow by English government to issue as 'arrears of salary' 4. promise of favours, pensions, military patronage, high-ranking positions and cash ensured government majorities 5. Presbyterians were reassured by promises to protect the Church of Scotland 6. many were attracted by the prospect of trade with America and the riches this could bring 7. the political management of the Court Party was better than that of the Country Party 8. Hamilton was an erratic and divisive leader of Country Party/opposition to Union 9. any other valid reason.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
15.		<p>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.</p> <p>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).</p>	4	<p>Possible points of comparison may include</p> <p>Overall – the sources agree about the economic effects of Union in Scotland.</p> <table border="1"> <thead> <tr> <th>Source B</th> <th>Source C</th> </tr> </thead> <tbody> <tr> <td>The Union damaged the Scottish linen industry as it found it was unable to compete with the English linen industry.</td> <td>Scots' linen manufacturers suffered from increased English competition and simply could not match them for quality.</td> </tr> <tr> <td>East coast fishing suffered because of the introduction of a tax on salt.</td> <td>The introduction of the salt tax in 1711 caused great anger and did great damage to the fishing industry.</td> </tr> <tr> <td>Brewing, paper-making and Dundee candle-making all did badly in the aftermath of the Union.</td> <td>Paper manufacturers also lost money after 1707.</td> </tr> </tbody> </table>	Source B	Source C	The Union damaged the Scottish linen industry as it found it was unable to compete with the English linen industry.	Scots' linen manufacturers suffered from increased English competition and simply could not match them for quality.	East coast fishing suffered because of the introduction of a tax on salt.	The introduction of the salt tax in 1711 caused great anger and did great damage to the fishing industry.	Brewing, paper-making and Dundee candle-making all did badly in the aftermath of the Union.	Paper manufacturers also lost money after 1707.
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Section 1 – Scottish Contexts

PART D – Migration and Empire, 1830–1939

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question							
16.	<p>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.</p> <p>Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark awarded for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge. A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows</p> <ul style="list-style-type: none"> • 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). 	9	<table border="1"> <thead> <tr> <th data-bbox="938 347 1139 524">Possible factors</th> <th data-bbox="1139 347 1460 524">Key points of knowledge to support this factor may include</th> </tr> </thead> <tbody> <tr> <td data-bbox="938 524 1139 1568">International trade</td> <td data-bbox="1139 524 1460 1568"> <ol style="list-style-type: none"> 1. jute from India enabled the industry to develop in Dundee 2. locomotives built in Scotland exported to Empire helped the industry boom. 3. ships built on Clyde used for international trade/1851-1870 – 70% of iron ships produced on Clydeside (for example Companies like Fairfields/Beard mores/Dennys thrived) 4. coal and iron production benefited from booming shipyards and demand for locomotives </td> </tr> <tr> <td data-bbox="938 1568 1139 2007">Wealth from the Empire</td> <td data-bbox="1139 1568 1460 2007"> <ol style="list-style-type: none"> 5. some families made huge fortunes from exports (for example Tenants – chemicals, Coats – cotton thread and Weirs – iron and coal) 6. middle classes made money investing abroad </td> </tr> </tbody> </table>		Possible factors	Key points of knowledge to support this factor may include	International trade	<ol style="list-style-type: none"> 1. jute from India enabled the industry to develop in Dundee 2. locomotives built in Scotland exported to Empire helped the industry boom. 3. ships built on Clyde used for international trade/1851-1870 – 70% of iron ships produced on Clydeside (for example Companies like Fairfields/Beard mores/Dennys thrived) 4. coal and iron production benefited from booming shipyards and demand for locomotives 	Wealth from the Empire	<ol style="list-style-type: none"> 5. some families made huge fortunes from exports (for example Tenants – chemicals, Coats – cotton thread and Weirs – iron and coal) 6. middle classes made money investing abroad
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
					Possible factors	Key points of knowledge to support this factor may include
						<p>7. wealth used to build elegant mansions in suburbs (for example Broughty Ferry)</p> <p>8. some wealth invested back in Scotland (public buildings for example hospitals)</p>
					Job opportunities	9. many job opportunities (for example civil servants in India)/many Scottish soldiers served throughout the Empire
					Competition from the Empire	<p>10. areas in the Empire developed their own agriculture and industry and Scotland struggled to be competitive (for example chilled meat imported from Australia)</p> <p>11. immigrant workers were used as a cheap labour force in Scotland</p>
					Other factors	12. any other valid point.

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17.		<p>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.</p> <p>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).</p>	4	<p>Possible points of knowledge may include</p> <ol style="list-style-type: none"> 1. Irish labourers built much of the infrastructure/built roads, bridges, canals 2. Irish immigrants supplied seasonal labour in agriculture/harvesting, lifting potatoes 3. Irish immigrants made up large part of workforce in textile industry/jute mills in Dundee, cotton mills elsewhere 4. Irish immigrants worked extensively in coalmines 5. Irish immigrants worked in ironworking and steelmaking 6. Irish immigrants were employed in docks and in shipyards 7. Irish immigrants help to develop football (including teams such as Celtic, Hibernian) 8. Irish immigrants heavily involved in trade union movement/made up 75% of Lanarkshire miners' union/involved in the Labour Party. 9. Irish immigrants brought their traditional culture/music, Irish dance 10. any other valid point of knowledge.

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18.		<p>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.</p> <p>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.</p> <p>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.</p>	6	<p>Possible points which may be identified from the source include</p> <ol style="list-style-type: none"> 1. there has been a total failure of the potato crop/there is not any oatmeal to be had 2. most of the tenants have only small plots of land so cannot produce more than they do now 3. many families have no land at all to support themselves 4. between forty and fifty tenants who are behind with their rents/evictions will surely follow <p>Possible points of significant omission may include</p> <ol style="list-style-type: none"> 5. many Highland landlords cleared their tenants to make way for sheep farms/paid fares for tenants to go 6. the kelp industry had failed leaving a large population without work or income so many left/were cleared 7. Scottish fishing industry was in decline and many fishermen asked for help to emigrate 8. letters from people who had already emigrated encouraged others to join them 9. agents encouraged people to emigrate/newspaper adverts, meetings etc 10. availability of cheap land overseas/higher living standards 11. any other valid point of significant omission.

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19.	<p>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.</p> <p>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).</p>	6	<p>Possible reasons may include</p> <ol style="list-style-type: none"> 1. many had little or no money when they arrived so had to rely on charities to help them with food, clothing and shelter 2. settlers had to clear forests for farm land and many had no experience of felling trees/did not manage to plant their crops in time leading to hardship 3. there was no housing so settlers had to construct homes/shelters for themselves as quickly as possible to protect themselves from the weather, wild animals etc 4. Scots were unused to the extremes of climate (for example very cold winters in Canada, heat and drought in Australia and found it difficult to cope) 5. there were few, sometimes no, roads and this made communication difficult in vast countries such as Canada and Australia/settlers could feel very isolated 6. early settlers had taken most of the good land near the coasts so later arrivals had to travel further, often to more difficult land 7. native peoples were being displaced by the settlers and many became hostile to them, leading to fighting and bloodshed, for example in the USA and New Zealand 8. Scots – especially Highland Scots – were often extremely homesick so did not settle happily 9. Highland Scots who did not speak English sometimes had difficulty being accepted in English speaking areas such as Western Australia 10. Scots had difficulties finding work if they didn't have a trade 11. any other valid reason.

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20.	<p>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.</p> <p>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).</p>	4	<p>Possible points of comparison may include</p> <p>Overall – the sources agree that Scots were involved in a wide range of activities in India.</p> <table border="1" data-bbox="943 456 1473 1368"> <thead> <tr> <th data-bbox="943 456 1206 510">Source B</th> <th data-bbox="1206 456 1473 510">Source C</th> </tr> </thead> <tbody> <tr> <td data-bbox="943 510 1206 775">Andrew Yule ... set up a tea trading company and later expanded successfully into the jute business.</td> <td data-bbox="1206 510 1473 775">Scots continued to play their part in the tea trade and the jute industry.</td> </tr> <tr> <td data-bbox="943 775 1206 1070">Other Scots felt called to missionary work, either through giving medical care or offering education, even to girls.</td> <td data-bbox="1206 775 1473 1070">Scots were important in ‘westernising’ India through setting up schools and colleges.</td> </tr> <tr> <td data-bbox="943 1070 1206 1368">Scots were also prominent as senior officers in the British army in India.</td> <td data-bbox="1206 1070 1473 1368">General Colin Campbell from Glasgow was one of the most famous army officers to help defeat the ‘Indian Mutiny’.</td> </tr> </tbody> </table>	Source B	Source C	Andrew Yule ... set up a tea trading company and later expanded successfully into the jute business.	Scots continued to play their part in the tea trade and the jute industry.	Other Scots felt called to missionary work, either through giving medical care or offering education, even to girls.	Scots were important in ‘westernising’ India through setting up schools and colleges.	Scots were also prominent as senior officers in the British army in India.	General Colin Campbell from Glasgow was one of the most famous army officers to help defeat the ‘Indian Mutiny’.
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Section 1 – Scottish Contexts

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

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
21.		<p>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.</p> <p>Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark awarded for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge. A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows</p> <ul style="list-style-type: none"> • 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). 	9	Possible factors	Key points of knowledge to support this factor may include
				Propaganda	<ol style="list-style-type: none"> 1. posters were printed that made the army look exciting 2. other posters told men it was their duty to join and they would feel proud if they did 3. some posters even tried to make them feel guilty, saying their children would be embarrassed if their father had done nothing in the war 4. stories about German atrocities were encouraged (the Government knew people would be angry and even frightened)
				Patriotism	<ol style="list-style-type: none"> 5. people were carried away by a wave of patriotism 6. Scotland had a proud military/martial tradition

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question										
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Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
22.	<p>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.</p> <p>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).</p>	4	<p>Possible points of knowledge may include</p> <ol style="list-style-type: none"> 1. paintings slashed/Mary Slasher Richardson 2. smashing windows 3. chalk/paint on roads/acid on golf courses/tar/set fire to post boxes 4. cutting telegraph/telephone wires 5. MPs heckled in Parliament/political meetings interrupted 6. high-profile politicians attacked Prime Minister Asquith 'assaulted' on golf course/stones thrown at Lloyd George's car/Winston Churchill attacked with a whip 7. suffragettes chained themselves to railings (of Parliament/Buckingham Palace/Downing Street) 8. death of Emily Davison at the Derby 9. once arrested refused to pay fines/imprisonment/hunger strikes 10. any other valid point of knowledge.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
23.	<p>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.</p> <p>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).</p>	6	<p>Possible reasons may include</p> <ol style="list-style-type: none"> 1. food shortages due to German U-Boat campaign 2. concern that food shortages would lead to malnutrition/starvation 3. need to slow down rising prices/fear that only the rich could afford food and the poorest in society would go without 4. priority was to provide food to soldiers at the front meant food shortages at home 5. lack of food produced at home as farm horses/mules had been requisitioned by the military 6. lack of skilled workers on farms so food production suffered 7. adding to concerns about British food stocks, the wheat harvest of 1916 was lower than usual and the potato crop in Scotland failed 8. campaigns for voluntary rationing and growing your own food although initially successful were limited and more was needed 9. fear of food riots/effects of food shortages on public morale 10. any other valid reason.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
24.	<p>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.</p> <p>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.</p> <p>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.</p>	6	<p>Possible points which may be identified from the source include</p> <ol style="list-style-type: none"> 1. the war brought employment opportunities which otherwise would not have been available to women 2. Glasgow was the first city in Britain to employ women tram drivers and conductresses 3. women also took over a variety of new jobs such as postwomen 4. one particular factory in Bridgeton employed only war widows <p>Possible points of significant omission may include</p> <ol style="list-style-type: none"> 5. the war gave women the chance of a better paid job/in some cases double the wages they had been on before the war/however their pay was still not equal to a man doing the same job 6. huge expansion of munition industries created a great deal of employment opportunities for women 7. The Great War made it more acceptable for women to work/changing attitudes to female workforce/improved working conditions for women canteens, toilets, nurseries 8. women began to be employed in a range of traditional male jobs (for example engineering/offices/white collar/women were employed in a range of wartime industries such as land army/shipbuilding) 9. a great deal of employment opportunities were created in nursing/medical care (for example VAD FANY) 10. women gained new skills which helped some keep some jobs after the war 11. any other valid point of significant omission.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
25.		<p>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.</p> <p>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).</p>	4	<p>Possible points of comparison may include</p> <p>Overall – the sources agree that Scotland’s heavy industries all suffered after the Great War due to foreign competition and lack of demand.</p> <table border="1"> <thead> <tr> <th>Source B</th> <th>Source C</th> </tr> </thead> <tbody> <tr> <td>During the 1920s, employment in Scottish shipbuilding and its associated industries fell.</td> <td>Jobs were also lost in all of the industries that provided materials for the shipyards – iron, steel and coal.</td> </tr> <tr> <td>In the face of foreign competition, some of Scotland’s ship yards had to close.</td> <td>Many shipyards had to close because of foreign competition.</td> </tr> <tr> <td>The coal industry employed one-third fewer people in the 1920s than before the war as other countries could produce coal more cheaply.</td> <td>Coalmining declined because other countries could produce coal more efficiently.</td> </tr> </tbody> </table>	Source B	Source C	During the 1920s, employment in Scottish shipbuilding and its associated industries fell.	Jobs were also lost in all of the industries that provided materials for the shipyards – iron, steel and coal.	In the face of foreign competition, some of Scotland’s ship yards had to close.	Many shipyards had to close because of foreign competition.	The coal industry employed one-third fewer people in the 1920s than before the war as other countries could produce coal more cheaply.	Coalmining declined because other countries could produce coal more efficiently.
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Section 2 – British Contexts

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

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
26.		<p>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.</p> <p>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).</p>	6	<p>Possible reasons may include</p> <ol style="list-style-type: none"> 1. William’s army were well trained professional soldiers and so were more experienced than the Anglo-Saxons 2. William had archers and cavalry and so were better equipped than the Anglo-Saxons 3. William’s cavalry rode with saddles which helped them in the battle as it kept them on their horses 4. William had brought supplies with him from Normandy and so his army were well fed and rested before the battle 5. William had previously fought many battles in France and so was an experienced leader 6. Harold’s army had only just fought the Battle of Stamford Bridge/had been forced to march a long distance and so were tired 7. Harold had lost many good soldiers at Stamford Bridge and was forced to replace them with farmers/peasants 8. William’s army feigned retreat drawing the Anglo-Saxons from their defensive position, allowing the Normans to charge at them 9. death of Harold and his brothers meant there was no one to lead the Anglo-Saxons on the battlefield 10. any other valid reason.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question																		
27.	<p>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.</p> <p>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.</p>	5	<p>Examples of aspects of the source and relevant comments</p> <table border="1" data-bbox="938 320 1473 949"> <thead> <tr> <th data-bbox="938 320 1169 412">Aspect of the source</th> <th data-bbox="1169 320 1473 412">Possible comment(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="938 412 1169 539">Author modern historian.</td> <td data-bbox="1169 412 1473 539">Useful because he is a well-informed expert.</td> </tr> <tr> <td data-bbox="938 539 1169 696">Type of Source textbook.</td> <td data-bbox="1169 539 1473 696">Useful as it is likely to have been thoroughly researched.</td> </tr> <tr> <td data-bbox="938 696 1169 824">Purpose to inform.</td> <td data-bbox="1169 696 1473 824">Useful as it is intended to give a balanced account.</td> </tr> <tr> <td data-bbox="938 824 1169 949">Timing 1965</td> <td data-bbox="1169 824 1473 949">Useful because it was written with the benefit of hindsight.</td> </tr> </tbody> </table> <table border="1" data-bbox="938 983 1473 1861"> <thead> <tr> <th data-bbox="938 983 1169 1072">Content</th> <th data-bbox="1169 983 1473 1072">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="938 1072 1169 1339">First William attacked Canterbury and burnt the church there, forcing the priest to flee.</td> <td data-bbox="1169 1072 1473 1339">Useful because it is accurate (William did attack Canterbury and destroy the church there).</td> </tr> <tr> <td data-bbox="938 1339 1169 1599">Then William sent his men to Exeter where he captured the town and killed many men.</td> <td data-bbox="1169 1339 1473 1599">Useful because it is accurate (William's men did wreak havoc in Exeter).</td> </tr> <tr> <td data-bbox="938 1599 1169 1861">Everywhere he went William forced the Anglo-Saxons to hand over their possessions.</td> <td data-bbox="1169 1599 1473 1861">Useful because it is accurate (William did take many possessions from the Anglo-Saxons).</td> </tr> </tbody> </table>	Aspect of the source	Possible comment(s)	Author modern historian.	Useful because he is a well-informed expert.	Type of Source textbook.	Useful as it is likely to have been thoroughly researched.	Purpose to inform.	Useful as it is intended to give a balanced account.	Timing 1965	Useful because it was written with the benefit of hindsight.	Content	Possible comment	First William attacked Canterbury and burnt the church there, forcing the priest to flee.	Useful because it is accurate (William did attack Canterbury and destroy the church there).	Then William sent his men to Exeter where he captured the town and killed many men.	Useful because it is accurate (William's men did wreak havoc in Exeter).	Everywhere he went William forced the Anglo-Saxons to hand over their possessions.	Useful because it is accurate (William did take many possessions from the Anglo-Saxons).
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			<p>Possible points of significant omission may include</p> <ol style="list-style-type: none"> 1. William carried out the harrying of the North in 1069-1070 2. William built Motte and Bailey castles all over England to control vast areas of land 3. William seized land from Anglo-Saxon landowners/parcelled out land to his followers to control the country 4. any other valid point of omission.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
28.		<p>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.</p> <p>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.</p> <p>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.</p>	6	<p>Possible points which may be identified from the source include</p> <ol style="list-style-type: none"> 1. Henry II's sons led a rebellion against him by attacking their father's lands in France 2. they seized a number of key towns and castles in England 3. the King of Scotland, William the Lion had attacked Northumbria and claimed it for himself 4. elsewhere in Henry's kingdom, many of his supporters had either been captured or killed <p>Possible points of significant omission may include</p> <ol style="list-style-type: none"> 5. Henry attacked the rebels at Leicester/recaptured the city 6. Henry captured a number of barons and imprisoned them (for example Earls of Chester/Leicester) 7. Henry's army won the Battle of Fornham 8. Henry forced the King of Scotland to sign the Treaty of Falaise 9. Henry forgave his sons/released his prisoners 10. rebels had the support of the King of France Philip II 11. any other valid point of significant omission.

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29.	<p>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.</p> <p>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).</p>	4	<p>Possible points of knowledge may include</p> <ol style="list-style-type: none"> 1. church provided spiritual support and comfort in difficult times 2. taught people how to be good Christians by hearing confessions/issued penance 3. carried out key ceremonies (for example baptism/marriage/funerals) 4. educated boys/trained them for a career in the Church 5. was part of the feudal system (for example owed service to the King/gave land to Peasants/Knights) 6. was active politically (for example Clergy often acted as advisors to the King) 7. made a contribution to the economy (for example wool trade) 8. provided services which were unavailable elsewhere (for example monastic infirmaries/alms for the poor) 9. any other valid point of knowledge.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
30.		<p>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.</p> <p>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).</p>	4	<p>Possible points of comparison may include</p> <p>Overall – the sources disagree about what happened during the Peasants’ Revolt in 1381.</p> <table border="1"> <thead> <tr> <th>Source C</th> <th>Source D</th> </tr> </thead> <tbody> <tr> <td>Wat Tyler approached the king and dismounted from his horse.</td> <td>Wat Tyler spoke threateningly to the king from his horse.</td> </tr> <tr> <td>The Guard drew his dagger and stabbed Tyler several times.</td> <td>The Mayor quickly got to his feet and clubbed Tyler on the head.</td> </tr> <tr> <td>Tyler was killed instantly.</td> <td>Tyler attempted to flee on his horse but collapsed and died soon after.</td> </tr> </tbody> </table>	Source C	Source D	Wat Tyler approached the king and dismounted from his horse.	Wat Tyler spoke threateningly to the king from his horse.	The Guard drew his dagger and stabbed Tyler several times.	The Mayor quickly got to his feet and clubbed Tyler on the head.	Tyler was killed instantly.	Tyler attempted to flee on his horse but collapsed and died soon after.
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Section 2 – British Contexts

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

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question										
31.		<p>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.</p> <p>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.</p>	5	<p>Examples of aspects of the source and relevant comments</p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comment(s)</th> </tr> </thead> <tbody> <tr> <td>Author modern historian.</td> <td>Useful because he is a well-informed expert.</td> </tr> <tr> <td>Type of Source textbook.</td> <td>Useful as it is likely to have been thoroughly researched.</td> </tr> <tr> <td>Purpose to inform.</td> <td>Useful because it contains balanced information.</td> </tr> <tr> <td>Timing 2000</td> <td>Useful because it was written with the benefit of hindsight.</td> </tr> </tbody> </table>	Aspect of the source	Possible comment(s)	Author modern historian.	Useful because he is a well-informed expert.	Type of Source textbook.	Useful as it is likely to have been thoroughly researched.	Purpose to inform.	Useful because it contains balanced information.	Timing 2000	Useful because it was written with the benefit of hindsight.
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Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Possible points of significant omission may include</p> <ol style="list-style-type: none"> 1. James firmly believed and promoted the Divine Right of Kings which made him seem arrogant 2. James was well educated (for example in languages and science) 3. some refer to James as 'the wisest fool in Christendom' because he was well educated but lacked common sense 4. James was known for his considerable political skills/able politician 5. any other valid point of omission.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
32.	<p>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.</p> <p>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).</p>	4	<p>Possible points of knowledge may include</p> <ol style="list-style-type: none"> 1. Charles imposed the New Prayer Book in Scotland 2. the Act of Revocation saw church or Royal property which had been taken since 1540 returned to the Crown 3. Charles made the Scottish clergy wear gowns and other surplices (Laud's Canons) 4. Charles abolished the Presbyteries 5. Bishops were to be allowed into the Scottish Church 6. the General Assembly was not allowed to meet 7. angered Scots by imposing religious reforms without consulting the Scots Kirk or Scots parliament 8. any other valid point of knowledge.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
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Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
34.	<p>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.</p> <p>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.</p> <p>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.</p>	6	<p>Possible points which may be identified from the source include</p> <ol style="list-style-type: none"> 1. Charles forced those who had already built outside the city walls of London to buy a licence for 'committing a nuisance' 2. reintroduction of monopolies (for example soap monopoly) 3. the City of London was fined for failing to push forward the plantation of Ulster 4. customs farmers had to pay the King for the right to collect customs <p>Possible points of significant omission may include</p> <ol style="list-style-type: none"> 5. the boundaries of the Royal Forests reverted back to the time of Edward III (fines were imposed for people living on areas of land that were declared to now belong to the Crown) 6. Ship Money was imposed on inland counties where formerly only coastal counties had to pay 7. Ship Money became a permanent tax rather than an emergency one and became a regular part of royal income 8. seized and sold off the goods of the East India Company (for example pepper) 9. seized foreign currency at Royal Mint 10. fined knights for not attending his coronation 11. any other valid point of significant omission.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
35.	<p>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.</p> <p>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).</p>	4	<p>Possible points of comparison may include</p> <p>Overall – the sources disagree on the role of Cromwell in the English Civil War.</p> <table border="1" data-bbox="943 456 1471 1503"> <thead> <tr> <th data-bbox="943 456 1209 510">Source C</th> <th data-bbox="1209 456 1471 510">Source D</th> </tr> </thead> <tbody> <tr> <td data-bbox="943 510 1209 775">Cromwell was a schemer, who was corrupted by power to overthrow the monarchy and became a traitor.</td> <td data-bbox="1209 510 1471 775">He was a man with great political vision whose aim was to reform a corrupt monarchy.</td> </tr> <tr> <td data-bbox="943 775 1209 1137">Success in these battles was linked to ‘God’s will’ rather than his own abilities.</td> <td data-bbox="1209 775 1471 1137">He was well known for military planning which was due to his own knowledge and skill when organising and equipping the New Model Army.</td> </tr> <tr> <td data-bbox="943 1137 1209 1503">His actions in Ireland demonstrate his ruthlessness where he massacred thousands of civilians which left a bloody stain on his reputation.</td> <td data-bbox="1209 1137 1471 1503">He was considered a sincere man who always looked for compromise rather than using violence.</td> </tr> </tbody> </table>	Source C	Source D	Cromwell was a schemer, who was corrupted by power to overthrow the monarchy and became a traitor.	He was a man with great political vision whose aim was to reform a corrupt monarchy.	Success in these battles was linked to ‘God’s will’ rather than his own abilities.	He was well known for military planning which was due to his own knowledge and skill when organising and equipping the New Model Army.	His actions in Ireland demonstrate his ruthlessness where he massacred thousands of civilians which left a bloody stain on his reputation.	He was considered a sincere man who always looked for compromise rather than using violence.
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Section 2 – British Contexts

PART C – The Atlantic Slave Trade, 1770–1807

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
36.	<p>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.</p> <p>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.</p> <p>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.</p>	6	<p>Possible points which may be identified from the source include</p> <ol style="list-style-type: none"> 1. the men were put in irons and linked two and two together by their hands and feet 2. the slaves were so crowded below deck that it was impossible to walk through them without treading on them/they had not so much room as a man in a coffin 3. overcrowding meant that any diseases or illnesses spread through the slaves quickly 4. some slaves who refused food were force fed <p>Possible points of significant omission may include</p> <ol style="list-style-type: none"> 5. slaves were held on board using tight pack/loose pack system 6. crew were often cruel towards slaves (for example floggings/forced to dance) 7. female slaves often suffered mistreatment by the crew 8. slaves would witness deaths of fellow slaves/evidence from the case of the Zong 9. lack of proper toilet facilities 10. lack of fresh air – slaves held for long periods below deck 11. any other valid point of significant omission.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question																
37.		<p>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.</p> <p>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.</p>	5	<p>Examples of aspects of the source and relevant comments</p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comment(s)</th> </tr> </thead> <tbody> <tr> <td>Author modern historian.</td> <td>Useful because he is a well-informed expert.</td> </tr> <tr> <td>Type of Source textbook.</td> <td>Useful as it is likely to have been thoroughly researched.</td> </tr> <tr> <td>Purpose to inform.</td> <td>Useful as it is intended to provide a balanced account.</td> </tr> <tr> <td>Timing 2014</td> <td>Useful as it is a written with the benefit of hindsight.</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>A number of Londoners developed their businesses/ Ambrose Crowley, an iron merchant, produced manacles and irons for shackling slaves on ships.</td> <td>Useful as it is accurate (Iron merchants did profit from slave trade).</td> </tr> <tr> <td>John Angerstein, the merchant who founded Lloyd's of London, made a fortune from his estates in Grenada.</td> <td>Useful as it is accurate (economic benefits to Britain included banking and estates).</td> </tr> </tbody> </table>	Aspect of the source	Possible comment(s)	Author modern historian.	Useful because he is a well-informed expert.	Type of Source textbook.	Useful as it is likely to have been thoroughly researched.	Purpose to inform.	Useful as it is intended to provide a balanced account.	Timing 2014	Useful as it is a written with the benefit of hindsight.	Content	Possible comment	A number of Londoners developed their businesses/ Ambrose Crowley, an iron merchant, produced manacles and irons for shackling slaves on ships.	Useful as it is accurate (Iron merchants did profit from slave trade).	John Angerstein, the merchant who founded Lloyd's of London, made a fortune from his estates in Grenada.	Useful as it is accurate (economic benefits to Britain included banking and estates).
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Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
38.		<p>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.</p> <p>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).</p>	6	<p>Possible reasons may include</p> <ol style="list-style-type: none"> 1. destruction of native peoples who were used as slave labour and driven to extinction 2. Caribbean became more violent/creating fear of rebellion 3. natural beauty of island landscape damaged by growth of plantations 4. slave codes replaced existing laws to maintain order by supporting slavery 5. the Caribbean's over reliance on sugar production meant that any fall in the price internationally would damage its economy (for example Barbados 93% exports was sugar) 6. island economies stifled by the slave trade 7. the slave trade brought more racist attitudes 8. new diseases were brought to the islands 9. any other valid reason.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
39.	<p>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.</p> <p>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).</p>	4	<p>Possible points of knowledge may include</p> <ol style="list-style-type: none"> 1. forced to work long hours – 12 hours and more at harvest time 2. work was backbreaking (for example cotton picking/dangerous – sugar) 3. watched closely by overseers and whipped if not working hard or fast enough 4. all slaves were expected to work regardless of age 5. slaves could work as field hands or as domestic help 6. housing was very basic/slaves often had to build their own shelters 7. families were split up on plantation when they were bought and sold on 8. food was poor quality/fed the cheapest food and were rarely given meat 9. slaves could be beaten if they disobeyed owners/warning to others 10. any other valid point of knowledge.

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Section 2 – British Contexts

PART D – Changing Britain, 1760–1914

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question																		
41.		<p>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.</p> <p>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.</p>	5	<p>Examples of aspects of the source and relevant comments</p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comment(s)</th> </tr> </thead> <tbody> <tr> <td>Author historians.</td> <td>Useful as they are well-informed experts.</td> </tr> <tr> <td>Type of Source textbook.</td> <td>Useful because it will have researched the issue thoroughly.</td> </tr> <tr> <td>Purpose to inform.</td> <td>Useful as it is intended to give a balanced account.</td> </tr> <tr> <td>Timing 1985</td> <td>Useful as it is written with the benefit of hindsight.</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>A cholera attack is violent and kills suddenly usually in a day or two.</td> <td>Useful as this is accurate (cholera did kill quickly).</td> </tr> <tr> <td>Over half of the people who caught cholera died.</td> <td>Useful as this is accurate (the death-rate from cholera was high).</td> </tr> <tr> <td>Unlike many other diseases, it was not only the poor who caught cholera the rich did as well.</td> <td>Useful as this is accurate (cholera did affect all classes/rich and poor).</td> </tr> </tbody> </table>	Aspect of the source	Possible comment(s)	Author historians.	Useful as they are well-informed experts.	Type of Source textbook.	Useful because it will have researched the issue thoroughly.	Purpose to inform.	Useful as it is intended to give a balanced account.	Timing 1985	Useful as it is written with the benefit of hindsight.	Content	Possible comment	A cholera attack is violent and kills suddenly usually in a day or two.	Useful as this is accurate (cholera did kill quickly).	Over half of the people who caught cholera died.	Useful as this is accurate (the death-rate from cholera was high).	Unlike many other diseases, it was not only the poor who caught cholera the rich did as well.	Useful as this is accurate (cholera did affect all classes/rich and poor).
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Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Possible points of significant omission may include</p> <ol style="list-style-type: none"> 1. other effects of cholera (for example discolouration of the skin/dehydration) 2. epidemics of cholera (1831-2, 1848-9, 1854, 1867) 3. spread of cholera/other diseases by contaminated water 4. other diseases (for example Smallpox, Typhus, Typhoid, TB) 5. disease also spread by poor living conditions (for example overcrowding, poor ventilation) 6. any other valid point of omission.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
42.		<p>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.</p> <p>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.</p> <p>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.</p>	6	<p>Possible points which may be identified from the source include</p> <ol style="list-style-type: none"> 1. a law gave councils the power to demolish slum housing 2. fresh drinking water was piped to towns and cities and some homes 3. sewers were also built to dispose of human waste safely 4. many cities also had their own fire and police services, making them safer places to live <p>Possible points of significant omission may include</p> <ol style="list-style-type: none"> 5. regular refuse collection 6. paved streets 7. street lighting 8. gas/electricity brought to homes 9. public baths were introduced 10. any other valid point of significant omission.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
43.		<p>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.</p> <p>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).</p>	6	<p>Possible reasons may include</p> <ol style="list-style-type: none"> 1. Davy Lamp reduced the risk of explosions 2. pit ponies replaced putters/women and children so reduced the physical strain of moving the coal 3. mines inspectors made sure that pit owners were not breaking safety laws 4. wooden and later metal pit props reduced the risk of cave-ins 5. more than one shaft improved ventilation/provided another escape route 6. steam pumps pumped water out of the mines and reduced the risk of flooding 7. steam winding engines made getting in and out of the mine safer 8. wire rope/cages made getting in and out of the mine safer 9. extractor fans improved ventilation and reduced the risk of the build-up of dangerous gasses 10. coal cutting machinery replaced picks and shovels so reduced the physical strain of cutting the coal 11. legislation also improved working conditions 12. any other valid reason.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
44.		<p>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.</p> <p>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.</p> <p>Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p>Possible points of knowledge may include</p> <ol style="list-style-type: none"> 1. at first, railways were built to move coal from mines to towns and cities 2. wagons first pulled by horses 3. later, steam engines pulled carriages/wagons 4. the Stockton to Darlington Line was Britain's first railway line (opened 1825) 5. the Liverpool to Manchester Line was another early railway line (opened 1830) 6. (Stephenson's) 'Rocket' won the trials/competition to be the locomotive on the Liverpool to Manchester line 7. there was a period of 'Railway Mania' /building of many new railway lines in the 1830s and 1840s 8. Navvies built the railways (by hand/using picks and shovels) 9. bridges/cuttings/viaducts/embankments had to be built 10. any other valid point of knowledge.

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45.	<p>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.</p> <p>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).</p>	4	<p>Possible points of comparison may include</p> <p>Overall – the sources disagree about the impact of the Chartists.</p> <table border="1" data-bbox="943 421 1471 1435"> <thead> <tr> <th data-bbox="943 421 1206 483">Source C</th> <th data-bbox="1206 421 1471 483">Source D</th> </tr> </thead> <tbody> <tr> <td data-bbox="943 483 1206 775">The demands of the People’s Charter were far too radical to be widely accepted at the time.</td> <td data-bbox="1206 483 1471 775">Millions of people signed petitions in support of the Chartists, clearly demonstrating how reasonable their six points were.</td> </tr> <tr> <td data-bbox="943 775 1206 1066">The splits and squabbles amongst the Chartists gained them negative publicity and discredited their cause.</td> <td data-bbox="1206 775 1471 1066">The positive publicity that the Chartists gained helped win widespread support for their cause.</td> </tr> <tr> <td data-bbox="943 1066 1206 1435">The government and courts took strong action to control Chartism and 79 of the leaders were transported in 1842 which weakened the Chartists.</td> <td data-bbox="1206 1066 1471 1435">Although many Chartist leaders were transported, the movement remained popular until 1848.</td> </tr> </tbody> </table>	Source C	Source D	The demands of the People’s Charter were far too radical to be widely accepted at the time.	Millions of people signed petitions in support of the Chartists, clearly demonstrating how reasonable their six points were.	The splits and squabbles amongst the Chartists gained them negative publicity and discredited their cause.	The positive publicity that the Chartists gained helped win widespread support for their cause.	The government and courts took strong action to control Chartism and 79 of the leaders were transported in 1842 which weakened the Chartists.	Although many Chartist leaders were transported, the movement remained popular until 1848.
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The government and courts took strong action to control Chartism and 79 of the leaders were transported in 1842 which weakened the Chartists.	Although many Chartist leaders were transported, the movement remained popular until 1848.										

Section 2 – British Contexts

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

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
46.		<p>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.</p> <p>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.</p> <p>Candidates should be awarded up to 3 marks for their identification of points from the source which support their judgement.</p> <p>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.</p>	6	<p>Possible points which may be identified from the source include</p> <ol style="list-style-type: none"> 1. the death of a wage earner could plunge a family into poverty 2. sickness or injury caused by poor working conditions could also prevent people from earning 3. those who earned low wages usually lived below the poverty line 4. no-one could blame children born into poor families for their own poverty <p>Possible points of significant omission may include</p> <ol style="list-style-type: none"> 5. lack of state benefits (for example sickness/ unemployment) 6. money spent on gambling/alcohol 7. family size could cause poverty/large families 8. old age and being unable to work 9. seasonal employment meant irregular wages 10. any other valid point of significant omission.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
47.		<p>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.</p> <p>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).</p>	4	<p>Possible points of knowledge may include</p> <ol style="list-style-type: none"> 1. Booth studied London/Rowntree studied York to map levels of poverty 2. report called 'Life and Labour of the People of London'/report called 'Poverty, a Study of Town Life' 3. took many years (1899-1903)/published in several volumes 4. the investigations established that some people were poor through no fault of their own 5. Booth discovered that one third (30.7%) of the population of London were living in poverty 6. Rowntree discovered that about a third (27.8%) of the population of York were living in poverty 7. Rowntree came up with the idea of the 'poverty line'/cycle of poverty 8. Rowntree studied earnings/price of food/how much money a family needed in order to maintain a minimum standard of living 9. any other valid point of knowledge.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
48.	<p>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.</p> <p>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).</p>	6	<p>Possible reasons may include</p> <ol style="list-style-type: none"> 1. school meals meant that poor children got at least one meal a day 2. medical inspections informed parents of illnesses/medical conditions that their children had 3. medical treatment was eventually introduced (in 1912/school clinics) to treat sick children 4. the Children's Charter prevented the abuse and neglect of children 5. the Children's Charter meant that children who had broken the law were not now treated in the same way as adult criminals 6. the Children's Charter abolished the death penalty for children 7. old age pensions prevented many elderly from having to end their lives in the workhouse/helped the elderly stay out of poverty 8. banning children under 16 from buying tobacco and banning children under 18 from buying alcohol improved the lives of children 9. any other valid reason.

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			<p>Possible points of significant omission may include</p> <ol style="list-style-type: none"> 1. the Beveridge Report made people aware of how to tackle poverty and created an expectation of reform after the war 2. during the War the government became more involved in people's lives/welfare (free school milk/vitamins for expectant mothers/Ministry of Food/increase in pensions) 3. the War meant that more government involvement in people's lives was accepted/ended laissez-faire attitudes 4. any other valid point of omission.

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50.		<p>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.</p> <p>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).</p>	4	<p>Possible points of comparison may include</p> <p>Overall – the sources disagree about the success of the Labour Reforms of 1945–1951.</p> <table border="1"> <thead> <tr> <th>Source C</th> <th>Source D</th> </tr> </thead> <tbody> <tr> <td>NHS the ‘jewel in the crown’ of the welfare state’ and the most successful of the post-war Labour Reforms.</td> <td>The success of the NHS was greatly limited as it was a very costly reform.</td> </tr> <tr> <td>Nationalisation kept unemployment very low in the industries which came under government control.</td> <td>Government control of nationalised industries only protected some jobs, but these industries were very badly run and several eventually had to close down.</td> </tr> <tr> <td>(Prefabs) provided an effective temporary solution to the post-war housing shortage.</td> <td>Prefabs ended up being far more of a long-term housing problem than originally intended.</td> </tr> </tbody> </table>	Source C	Source D	NHS the ‘jewel in the crown’ of the welfare state’ and the most successful of the post-war Labour Reforms.	The success of the NHS was greatly limited as it was a very costly reform.	Nationalisation kept unemployment very low in the industries which came under government control.	Government control of nationalised industries only protected some jobs, but these industries were very badly run and several eventually had to close down.	(Prefabs) provided an effective temporary solution to the post-war housing shortage.	Prefabs ended up being far more of a long-term housing problem than originally intended.
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Section 3 – European and World Contexts

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

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
51.	<p>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.</p> <p>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).</p>	6	<p>Possible reasons may include</p> <ol style="list-style-type: none"> 1. knights were an essential part of the King’s army 2. knights carried out key military duties (for example castle guard) 3. knights protected the Church/clergy (for example Crusade) 4. Orders of Knights protected pilgrims (for example the Knights Templars) 5. knights protected the weak and vulnerable in society (for example elderly/children/women) 6. knights provided land for peasants in the feudal system 7. some Knights were members of a jury and so enforced law and order 8. knights were role models and were required to set an example on how to behave 9. any other valid reason.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
52.		<p>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.</p> <p>Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark awarded for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge. A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows</p> <ul style="list-style-type: none"> • 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). 	9	Possible factors	Key points of knowledge to support this factor may include
				Muslim Disunity	<ol style="list-style-type: none"> 1. the Crusaders captured Nicaea because Kilij Arslan was away fighting other Muslims (for example The Danishmends) 2. at Antioch the Crusaders bribed a Muslim who let them into the city (Firouz) 3. Muslim forces refused to attack together at Antioch (for example Ridwan of Aleppo/Duqaq of Damascus) 4. Kerbogha's men deserted him and fled the battlefield at Antioch 5. the Seljuk Turks did not attempt to recapture Jerusalem because they had land disputes to settle with other Muslim groups elsewhere
				Crusading Ideal	<ol style="list-style-type: none"> 6. the Crusaders were inspired to victory by the discovery of the Holy Lance at Antioch 7. the Crusaders were inspired by a Crusader's vision at Jerusalem and recaptured the city

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54.		<p>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.</p> <p>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.</p>	5	<p>Examples of aspects of the source and relevant comments</p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comment(s)</th> </tr> </thead> <tbody> <tr> <td>Author a Muslim.</td> <td>Useful because he had first-hand knowledge/would have been well placed to receive information.</td> </tr> <tr> <td>Type of Source chronicle.</td> <td>Useful as they tend to be detailed.</td> </tr> <tr> <td>Purpose to inform/ record.</td> <td>Useful because it gives a full description of Saladin's character/less useful as it may be biased.</td> </tr> <tr> <td>Timing 1192</td> <td>Useful as it was written at the time of the Crusades.</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>Saladin often promised to be merciful.</td> <td>Useful because it is accurate (Saladin did treat his enemies with mercy).</td> </tr> <tr> <td>Saladin said he would not break his promise.</td> <td>Useful because it is accurate (Saladin was an honourable character).</td> </tr> <tr> <td>The Crusaders were amazed at Saladin's generosity especially when he provided them with food and water for their journey.</td> <td>Useful because it is accurate (Saladin did give supplies to the Crusaders).</td> </tr> </tbody> </table>	Aspect of the source	Possible comment(s)	Author a Muslim.	Useful because he had first-hand knowledge/would have been well placed to receive information.	Type of Source chronicle.	Useful as they tend to be detailed.	Purpose to inform/ record.	Useful because it gives a full description of Saladin's character/less useful as it may be biased.	Timing 1192	Useful as it was written at the time of the Crusades.	Content	Possible comment	Saladin often promised to be merciful.	Useful because it is accurate (Saladin did treat his enemies with mercy).	Saladin said he would not break his promise.	Useful because it is accurate (Saladin was an honourable character).	The Crusaders were amazed at Saladin's generosity especially when he provided them with food and water for their journey.	Useful because it is accurate (Saladin did give supplies to the Crusaders).
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			<p>Possible points of significant omission may include</p> <ol style="list-style-type: none"> 1. Saladin was a good negotiator (for example forced Richard I to dismantle Ascalon before a truce could be signed) 2. Saladin could be ruthless (for example killed Muslim rivals) 3. Saladin respected some of the Crusaders (for example Richard I) 4. any other valid point of omission.

Section 3 – European and World Contexts

PART B – ‘Tea and Freedom’: the American Revolution, 1774–1783

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
55.		<p>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.</p> <p>Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark awarded for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge. A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows</p> <ul style="list-style-type: none"> • 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). 	9	Possible factors	Key points of knowledge to support this factor may include
				British Parliament’s policies	<ol style="list-style-type: none"> 1. taxes put in place to raise money from colonists to pay for their own protection/for Britain to continue to control the colonies 2. Quartering Act – disliked as troops were housed at expense of colonists 3. Revenue/Sugar Act 1764 – reduced trade with other countries/impact on economy 4. Stamp Act 1765 – many colonists argued that only their own elected assemblies should be able to tax them/Act was unconstitutional 5. colonists angered by George III’s desire to exert greater control over colonies 6. frustration over Britain’s refusal to allow colonists to expand westward

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
					Possible factors	Key points of knowledge to support this factor may include
						7. growing anger over continued taxation of colonies without direct representation in British parliament
					Troops in colonies	8. many colonists felt that troops were no longer needed as the war with France had ended by 1763 9. Britain felt a British standing army was still needed due to their professionalism and training in comparison with colonial troops
					British financial troubles	10. Britain had a debt of £133 million, wartime tax was unpopular in Britain 11. Britain felt that the colonists should pay for their own defence 12. boycott of British goods (for example tea increased tension).
					Other factors	13. any other valid point.

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56.		<p>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.</p> <p>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.</p>	5	<p>Examples of aspects of the source and relevant comments</p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comment(s)</th> </tr> </thead> <tbody> <tr> <td>Author Thomas Paine.</td> <td>Useful because he witnessed events/was an influential British sympathiser with the American cause.</td> </tr> <tr> <td>Type of Source Pamphlet.</td> <td>Useful as it shows the concerns of the time.</td> </tr> <tr> <td>Purpose to persuade.</td> <td>Less useful as it is likely to be one-sided.</td> </tr> <tr> <td>Timing 1776</td> <td>Useful as it was written at the time of growing British support for American cause.</td> </tr> <tr> <th>Content</th> <th>Possible comment</th> </tr> <tr> <td>American corn will fetch its price in any market, and their imported goods will be purchased.</td> <td>Useful as it is accurate (trade was a reason for sympathy with the colonists' cause).</td> </tr> <tr> <td>Dependence on Britain directly involves them in European wars.</td> <td>Useful as it is accurate (British dominance did involve the colonies in European wars).</td> </tr> <tr> <td>Why do they have to depend on a far-away British Government to tell them what to do when an answer takes 4 to 5 months.</td> <td>Useful as it is accurate (governance was a major issue for colonists as they felt unrepresented by Westminster).</td> </tr> </tbody> </table>	Aspect of the source	Possible comment(s)	Author Thomas Paine.	Useful because he witnessed events/was an influential British sympathiser with the American cause.	Type of Source Pamphlet.	Useful as it shows the concerns of the time.	Purpose to persuade.	Less useful as it is likely to be one-sided.	Timing 1776	Useful as it was written at the time of growing British support for American cause.	Content	Possible comment	American corn will fetch its price in any market, and their imported goods will be purchased.	Useful as it is accurate (trade was a reason for sympathy with the colonists' cause).	Dependence on Britain directly involves them in European wars.	Useful as it is accurate (British dominance did involve the colonies in European wars).	Why do they have to depend on a far-away British Government to tell them what to do when an answer takes 4 to 5 months.	Useful as it is accurate (governance was a major issue for colonists as they felt unrepresented by Westminster).
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			<p>Possible points of significant omission may include</p> <ol style="list-style-type: none"> 1. other sympathisers such as Edmund Burke who opposed using force against colonies 2. support in Britain from Radicals who wanted reform in Britain and friendship with America 3. loyalists unsympathetic (for example Flora MacDonalld) persuaded other Scots settlers to fight against colonists 4. Paine was attacked/ridiculed by British loyalists 5. any other valid point of omission.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
57.		<p>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.</p> <p>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.</p> <p>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.</p>	6	<p>Possible points which may be identified from the source include</p> <ol style="list-style-type: none"> 1. when the British secured land, the revolutionaries were able to regain the territory as they had the advantage of knowing the land well 2. the revolutionaries could also use this information to avoid capture 3. they could withdraw safely and return to fight the next day, making it difficult for the British to reduce their numbers 4. knowledge of the geography of the area was the main reason why the colonists were victorious at Princeton and Yorktown <p>Possible points of significant omission may include</p> <ol style="list-style-type: none"> 5. the revolutionaries initially avoided large scale engagements/fought a guerrilla campaign 6. British tended to react to Continental Army movements and so they were always on the defensive 7. locals reduced potential supplies for the British Army by burning crops 8. incompetence of British Generals, regularly misinterpreting orders 9. changes at command level hindered fighting as there was inconsistencies and lack of stability 10. any other valid point of significant omission.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
58.	<p>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.</p> <p>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).</p>	6	<p>Possible reasons may include</p> <ol style="list-style-type: none"> 1. the French in Canada were treated well by the British rulers 2. in 1791 the government of Canada was altered to recognise both British and French influences equally 3. catholic religion was tolerated so no reason to turn to, or prefer, New England Protestantism 4. loyalists (British settlers) flooded to Canada after the conflict was over/British settlers living in Canada remained loyal to Britain 5. Governor Carleton defended Canada against American attacks with British troops which was popular 6. native people tended to prefer the British due to the protection Britain offered to them during conflict in the colonies 7. Canadians did not want to lose strong trade links with Britain 8. most Canadians felt British/strong cultural links with Britain 9. any other valid reason.

Section 3 – European and World Contexts

PART C – USA 1850–1880

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question									
59.	<p>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.</p> <p>Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark awarded for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge. A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows</p> <ul style="list-style-type: none"> • 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). 	9	<table border="1"> <thead> <tr> <th data-bbox="938 347 1155 504">Possible factors</th> <th data-bbox="1155 347 1460 504">Key points of knowledge to support this factor may include</th> </tr> </thead> <tbody> <tr> <td data-bbox="938 504 1155 1249">Discovery of gold</td> <td data-bbox="1155 504 1460 1249"> <ol style="list-style-type: none"> 1. gold prospectors moved west in the hope of making a fortune 2. government grants to encourage gold prospecting (Colorado and Montana in 1858/and the Black Hills in 1874) increased westward expansion 3. apparent ease and success of gold panning encouraged thousands to move west in search of gold </td> </tr> <tr> <td data-bbox="938 1249 1155 1536">Railways</td> <td data-bbox="1155 1249 1460 1536"> <ol style="list-style-type: none"> 4. railways made it easier for settlers to move west 5. cheap travel encouraged westward expansion </td> </tr> <tr> <td data-bbox="938 1536 1155 2016">Manifest Destiny</td> <td data-bbox="1155 1536 1460 2016"> <ol style="list-style-type: none"> 6. many Americans believed it was their destiny to move across the continent and spread their beliefs/institutions 7. Manifest Destiny was encouraged by the government through grants etc </td> </tr> </tbody> </table>	Possible factors	Key points of knowledge to support this factor may include	Discovery of gold	<ol style="list-style-type: none"> 1. gold prospectors moved west in the hope of making a fortune 2. government grants to encourage gold prospecting (Colorado and Montana in 1858/and the Black Hills in 1874) increased westward expansion 3. apparent ease and success of gold panning encouraged thousands to move west in search of gold 	Railways	<ol style="list-style-type: none"> 4. railways made it easier for settlers to move west 5. cheap travel encouraged westward expansion 	Manifest Destiny	<ol style="list-style-type: none"> 6. many Americans believed it was their destiny to move across the continent and spread their beliefs/institutions 7. Manifest Destiny was encouraged by the government through grants etc 	
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Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
61.		<p>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.</p> <p>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.</p> <p>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.</p>	6	<p>Possible points which may be identified from the source include</p> <ol style="list-style-type: none"> 1. the Black Codes left freedmen not much better off than they had been before the 1863 Emancipation Proclamation 2. they were kept from giving evidence against Whites in all court trials 3. ex-slaves had to sign agreements with their employers with strict penalties if the terms were breached 4. racism was still rife across the South so black Americans still suffered hardship. <p>Possible points of significant omission may include</p> <ol style="list-style-type: none"> 5. Northern carpetbaggers exploited many black Americans 6. Ku Klux Klan were active in terrorising Black American communities 7. examples of Black Codes that were introduced to limit the freedoms of Black Americans 8. economic problems due to sharecropping 9. extreme poverty due to lack of education 10. Jim Crow laws led to segregation in many walks of life 11. any other valid point of significant omission.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question																		
62.	<p>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.</p> <p>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.</p>	5	<p>Examples of aspects of the source and relevant comments</p> <table border="1" data-bbox="943 320 1474 882"> <thead> <tr> <th data-bbox="943 320 1190 409">Aspect of the source</th> <th data-bbox="1190 320 1474 409">Possible comment(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="943 409 1190 499">Author Big Eagle.</td> <td data-bbox="1190 409 1474 499">Useful as he was an eyewitness.</td> </tr> <tr> <td data-bbox="943 499 1190 663">Type of Source interview.</td> <td data-bbox="1190 499 1474 663">Useful because it shows the opinions of Native Americans.</td> </tr> <tr> <td data-bbox="943 663 1190 752">Purpose to record.</td> <td data-bbox="1190 663 1474 752">Less useful as he may be biased.</td> </tr> <tr> <td data-bbox="943 752 1190 882">Timing 1862</td> <td data-bbox="1190 752 1474 882">Useful as it was written during the Sioux Wars.</td> </tr> </tbody> </table> <table border="1" data-bbox="943 913 1474 1760"> <thead> <tr> <th data-bbox="943 913 1190 1003">Content</th> <th data-bbox="1190 913 1474 1003">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="943 1003 1190 1267">Many white men often abuse us and treat us badly.</td> <td data-bbox="1190 1003 1474 1267">Useful as it is accurate (Native Americans were abused by white settlers and reservation agents).</td> </tr> <tr> <td data-bbox="943 1267 1190 1532">The Whites are always trying to make us give up our way of life and live like white men.</td> <td data-bbox="1190 1267 1474 1532">Useful as it is accurate (Native Americans were encouraged to adopt the ways of the whites and go to farming).</td> </tr> <tr> <td data-bbox="943 1532 1190 1760">If we attempted to make the Whites live like us, the Whites would resist this.</td> <td data-bbox="1190 1532 1474 1760">Useful as it is accurate (Native Americans were angry that federal policy was hypocritical).</td> </tr> </tbody> </table> <p>Possible points of significant omission may include</p> <ol data-bbox="943 1895 1474 2103" style="list-style-type: none"> 1. Native Americans felt betrayed after broken treaties 2. Native Americans wanted freedom to hunt/sell furs 3. tensions over white 'property aspect' to land 	Aspect of the source	Possible comment(s)	Author Big Eagle.	Useful as he was an eyewitness.	Type of Source interview.	Useful because it shows the opinions of Native Americans.	Purpose to record.	Less useful as he may be biased.	Timing 1862	Useful as it was written during the Sioux Wars.	Content	Possible comment	Many white men often abuse us and treat us badly.	Useful as it is accurate (Native Americans were abused by white settlers and reservation agents).	The Whites are always trying to make us give up our way of life and live like white men.	Useful as it is accurate (Native Americans were encouraged to adopt the ways of the whites and go to farming).	If we attempted to make the Whites live like us, the Whites would resist this.	Useful as it is accurate (Native Americans were angry that federal policy was hypocritical).
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<ol style="list-style-type: none"> 4. disruption/killing of buffalo herds/hunting grounds disturbed by homesteaders and railway building 5. Native Americans felt that sacred lands had been violated (for example Black Hills of Dakota) 6. any other valid point of omission.

Section 3 – European and World Contexts

PART D – Hitler and Nazi Germany, 1919-1939

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question										
63.		<p>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.</p> <p>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.</p>	5	<p>Examples of aspects of the source and relevant comments</p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comment(s)</th> </tr> </thead> <tbody> <tr> <td>Author a Berliner.</td> <td>An eyewitness making the source a first-hand account making it more useful.</td> </tr> <tr> <td>Type of Source a diary.</td> <td>This makes the source more useful as it is an honest personal recollection of events of hyperinflation on Germany.</td> </tr> <tr> <td>Purpose to inform readers.</td> <td>To record his thoughts and feelings about the terrible conditions in Germany during the hyperinflation, making it useful a private account likely to be useful.</td> </tr> <tr> <td>Timing 1923</td> <td>Useful as it was written during the hyperinflation in Weimar Germany.</td> </tr> </tbody> </table>	Aspect of the source	Possible comment(s)	Author a Berliner.	An eyewitness making the source a first-hand account making it more useful.	Type of Source a diary.	This makes the source more useful as it is an honest personal recollection of events of hyperinflation on Germany.	Purpose to inform readers.	To record his thoughts and feelings about the terrible conditions in Germany during the hyperinflation, making it useful a private account likely to be useful.	Timing 1923	Useful as it was written during the hyperinflation in Weimar Germany.
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			<ul style="list-style-type: none"> • 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). 		<table border="1"> <tr> <td>Discontent with Weimar</td> <td> <ul style="list-style-type: none"> 5. Weimar was blamed for accepting the hated terms of the Treaty of Versailles/ blamed for defeat in the war 'November Criminals' 6. lack of popular support for the new form of government after 1918/ arguably Germany was too democratic 7. dissatisfaction with failure to solve Weimar's economic problems (for example Hyperinflation) </td> </tr> </table>	Discontent with Weimar	<ul style="list-style-type: none"> 5. Weimar was blamed for accepting the hated terms of the Treaty of Versailles/ blamed for defeat in the war 'November Criminals' 6. lack of popular support for the new form of government after 1918/ arguably Germany was too democratic 7. dissatisfaction with failure to solve Weimar's economic problems (for example Hyperinflation)
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
					Possible factors	Key points of knowledge to support this factor may include
						<p>8. criticised for over-reliance on foreign investment which left the Weimar economy subject to the fluctuations of the international economy</p> <p>9. lost support due to the mishandling of the economic problems of the Great Depression of the 1930s – arguably without this the Republic might have survived</p>
					Fear of Communism	10. the drift to extremes led to a fear of Communism, which grew alongside the growth of support for the Nazis
					Hitler himself	11. Hitler was perceived as a young, dynamic leader, who campaigned using modern methods and was a charismatic speaker
					Other factors	12. any other valid point.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
65.	<p>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.</p> <p>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.</p> <p>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.</p>	6	<p>Possible points which may be identified from the source include</p> <ol style="list-style-type: none"> 1. Jehovah's Witnesses were given the opportunity to convert to mainstream Christianity 2. some were tortured to make them sign a declaration renouncing their faith 3. they were sent to concentration camps 4. they wore purple triangles and were kept separate from other prisoners <p>Possible points of significant omission may include</p> <ol style="list-style-type: none"> 5. Jews were forced out of jobs (for example civil service)/boycotts of Jewish shops 6. the Nuremberg Laws were passed in 1935 (discriminating against Jews/Roma/Sinti - Gypsies) 7. Jews beaten up on streets/separate park benches for Jews 8. Jews banned from state schools/cinemas/public places. 9. Sterilisation programme against black people/physically disabled/people with hereditary diseases/deaf people. 10. Euthanasia programme; killing disabled and mentally ill 11. any other valid point of significant omission.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
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Section 3 – European and World Contexts

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

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
67.	<p>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.</p> <p>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).</p>	6	<p>Possible reasons may include</p> <ol style="list-style-type: none"> 1. Peasants were unhappy that most of them did not own their own land 2. Peasants suffered from widespread famine which was a common occurrence/crops often failed 3. Peasants were living in severe poverty and were angry that they had no legal method to improve their conditions 4. Peasants were unhappy that they were forced to live in very poor living conditions 5. Peasants were angry that the goods they produced were taxed (for example grain tax) 6. Peasants were angry over the requirement to pay ‘redemption payments’ to the government 7. Peasants were unhappy that Kulaks were more prosperous at their expense 8. Peasants were unhappy as many felt the Tsar did not care for them 9. Peasants were unhappy that they had to make payments to the church 10. any other valid reason.

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68.		<p>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.</p> <p>Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark awarded for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge. A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows</p> <ul style="list-style-type: none"> • 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). 	9	Possible factors	Key points of knowledge to support this factor may include
				Defeat in Russo-Japanese War	<ol style="list-style-type: none"> 1. the Russo-Japanese War was disastrous for Russia. Defeats by Japan were humiliating for Russia and led to widespread discontent 2. defeat in the war led to discontent in Russia over the Tsar's leadership and the incompetence of the Tsar's government 3. the government was accused of providing inadequate supplies and equipment to Russia's armed forces (for example Lake Baikal bottleneck on the Trans-Siberian Railway) 4. Russian soldiers and sailors were unhappy with their poor pay and conditions/poor leadership and defeats led to low morale (for example Port Arthur, Mukden)

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			<p>Possible points of significant omission may include</p> <ol style="list-style-type: none"> 1. children were evacuated from Petrograd during the worst of the fighting 2. many families lost loved ones in the fighting 3. transportation became difficult for civilians (for example the railway network for civilians virtually ground to a halt) 4. disease spread throughout the major cities (for example typhus) 5. some Russians resorted to using the black market in order to obtain goods 6. civilians were subjected to the use of terror from both sides 7. any other valid point of omission.

Section 3 – European and World Contexts

PART F – Mussolini and Fascist Italy, 1919–1939

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			<p>Possible points of significant omission may include</p> <ol style="list-style-type: none"> 1. the Italians were angry that they did not get Fiume 2. the Italians resented the establishment of Yugoslavia 3. the Italians were upset that their wartime sacrifices were not suitably rewarded 4. the Italians were particularly angry with Woodrow Wilson for rejecting their claims/at not being treated as an equal in the peace conferences 5. any other valid point of omission.

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Section 3 – European and World Contexts

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

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These ships are filled with crooks that constitute a menace and danger to us every day.	Useful as it is accurate (many Americans believed that immigrants – were responsible for the spread of crime).													

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76.	<p>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.</p> <p>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).</p>	6	<p>Possible reasons may include</p> <ol style="list-style-type: none"> 1. many black Americans migrated north to escape white violence (for example lynchings were commonplace in the south) 2. many black Americans migrated north because they feared the Ku Klux Klan (for example the Klan bombed and burned churches, schools and other meeting places used by black people) 3. many black Americans disliked living in the southern states where segregation of the races was enforced through Jim Crow laws (for example Jim Crow Laws affected all areas of life – education, entertainment, housing, travel, health, leisure, marriage, work – and typically facilities for blacks were far inferior to those for whites) 4. many black Americans migrated north in the hope of gaining their political rights (for example Southern States restricted voting rights for blacks through literacy tests, poll taxes and Grandfather Clauses) 5. many black Americans migrated north to escape the poverty they experienced in the south (for example many black Americans were poor sharecroppers heavily in debt to white landowners for farming equipment and seeds for planting) 6. many black Americans migrated north as they were attracted by the job opportunities available in northern factories (for example wages in the northern factories were typically double those received by most black workers in the south)

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					<p>7. many black Americans were encouraged to move north by articles/organisations (or family members) promoting the opportunities available to them in the north (for example publications such as the Chicago Defender published train schedules and lists of jobs to persuade southern blacks to migrate north)</p> <p>8. any other valid reason.</p>

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78.	<p>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.</p> <p>Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark awarded for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge. A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows</p> <ul style="list-style-type: none"> • 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). 	9	<table border="1"> <thead> <tr> <th data-bbox="932 203 1163 376">Possible factors</th> <th data-bbox="1163 203 1479 376">Key points of knowledge to support this factor may include</th> </tr> </thead> <tbody> <tr> <td data-bbox="932 376 1163 1010">Actions of the police</td> <td data-bbox="1163 376 1479 1010"> <ol style="list-style-type: none"> 1. to most black Americans in the ghetto an almost entirely white police force was viewed as the enemy 2. the race riots were often sparked by acts or even rumours of police discrimination and brutality 3. police routinely harassed young black Americans in ghettos </td> </tr> <tr> <td data-bbox="932 1010 1163 1861">Unemployment and economy</td> <td data-bbox="1163 1010 1479 1861"> <ol style="list-style-type: none"> 4. black Americans living in the ghetto were frustrated by the lack of job opportunities available to them (some ghettos, including Chicago's, had 50-70% black youth unemployment the Kerner Commission reported that black males were twice as likely to be unemployed as white males) </td> </tr> </tbody> </table>	Possible factors	Key points of knowledge to support this factor may include	Actions of the police	<ol style="list-style-type: none"> 1. to most black Americans in the ghetto an almost entirely white police force was viewed as the enemy 2. the race riots were often sparked by acts or even rumours of police discrimination and brutality 3. police routinely harassed young black Americans in ghettos 	Unemployment and economy	<ol style="list-style-type: none"> 4. black Americans living in the ghetto were frustrated by the lack of job opportunities available to them (some ghettos, including Chicago's, had 50-70% black youth unemployment the Kerner Commission reported that black males were twice as likely to be unemployed as white males) 	
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						<p>5. there were comparatively low levels of pay amongst black Americans in the ghetto (the Kerner Commission discovered that 40% of black Americans lived in poverty and argued that this was the main cause of the race riots in the northern ghettos)</p>
					Lack of social investment	<p>6. black Americans living in the ghetto were angered by the living conditions which they were forced to endure (housing in the ghetto was usually overcrowded and of poor quality)</p> <p>7. there were few medical centres in the ghettos and black Americans were frustrated by their inability to access proper medical care when required</p> <p>8. there was resentment at the lack of investment in ghetto schools which led to low educational standards amongst young black Americans (only 32% of black pupils in ghetto schools finished high school compared to 56% of white Americans)</p>

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Section 3 – European and World Contexts

PART H – Appeasement and the Road to War, 1918–1939

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79.	<p>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.</p> <p>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).</p>	6	<p>Possible reasons may include</p> <ol style="list-style-type: none"> 1. the USA refused to join as they were not interested in getting involved in the problems of other countries (the League was seriously weakened by the absence of the world's leading military and economic power) 2. the League was further weakened as Communist Russia was not invited to join, so another great country of the world was absent 3. some members lacked enthusiasm for the League (for example Germany, excluded until 1926, looked on the League suspiciously as a 'club of victors' – of the countries which had defeated them in 1918) 4. the two most powerful member countries Britain and France were reluctant to commit troops to fight for the League 5. member countries were reluctant to agree to economic sanctions for fear of damaging their own economies 6. taking decisions was difficult as the Assembly had to be unanimous and member states often could not agree 7. a further problem was that the League did not have its own army to back up its decisions 8. countries lost faith in the League with each failure to deal with aggression 9. Member states were reluctant to take action against powerful countries 10. any other valid reason.

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80.	<p>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.</p> <p>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.</p>	5	<p>Examples of aspects of the source and relevant comments</p> <table border="1" data-bbox="943 320 1466 1055"> <thead> <tr> <th data-bbox="943 320 1198 409">Aspect of the source</th> <th data-bbox="1198 320 1466 409">Possible comment(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="943 409 1198 539">Author Hermann Rauschnig.</td> <td data-bbox="1198 409 1466 539">Useful as he was an eyewitness.</td> </tr> <tr> <td data-bbox="943 539 1198 734">Type of Source diary.</td> <td data-bbox="1198 539 1466 734">Useful as it is likely to be an honest personal reflection of events.</td> </tr> <tr> <td data-bbox="943 734 1198 857">Purpose to record.</td> <td data-bbox="1198 734 1466 857">Private account likely to be useful.</td> </tr> <tr> <td data-bbox="943 857 1198 1055">Timing 1934</td> <td data-bbox="1198 857 1466 1055">Useful as it is from the time when Hitler set out his foreign policy aims.</td> </tr> </tbody> </table> <table border="1" data-bbox="943 1088 1466 2000"> <thead> <tr> <th data-bbox="943 1088 1198 1144">Content</th> <th data-bbox="1198 1088 1466 1144">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="943 1144 1198 1373">We need space in the East for our growing population.</td> <td data-bbox="1198 1144 1466 1373">Useful as it is accurate (Hitler planned to expand eastwards to gain living space or lebensraum).</td> </tr> <tr> <td data-bbox="943 1373 1198 1601">We must have a sea power equal to that of Britain.</td> <td data-bbox="1198 1373 1466 1601">Useful as it is accurate (Hitler wished to rearm Germany and gain parity with the British navy).</td> </tr> <tr> <td data-bbox="943 1601 1198 2000">We need the French coast, Belgium, Holland and above all we need Sweden ... we must rule Europe or fall apart as a nation.</td> <td data-bbox="1198 1601 1466 2000">Useful as it is accurate (Hitler hoped to eventually expand the influence of Germany across Europe, creating an empire that would dominate the entire continent).</td> </tr> </tbody> </table>	Aspect of the source	Possible comment(s)	Author Hermann Rauschnig.	Useful as he was an eyewitness.	Type of Source diary.	Useful as it is likely to be an honest personal reflection of events.	Purpose to record.	Private account likely to be useful.	Timing 1934	Useful as it is from the time when Hitler set out his foreign policy aims.	Content	Possible comment	We need space in the East for our growing population.	Useful as it is accurate (Hitler planned to expand eastwards to gain living space or lebensraum).	We must have a sea power equal to that of Britain.	Useful as it is accurate (Hitler wished to rearm Germany and gain parity with the British navy).	We need the French coast, Belgium, Holland and above all we need Sweden ... we must rule Europe or fall apart as a nation.	Useful as it is accurate (Hitler hoped to eventually expand the influence of Germany across Europe, creating an empire that would dominate the entire continent).
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Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Possible points of significant omission may include</p> <ol style="list-style-type: none"> 1. Hitler also aimed to destroy the terms of the Treaty of Versailles/ Hitler wanted to recover the territory lost in the First World War 2. Hitler wanted to militarise the Rhineland 3. Hitler also wished to create a Greater Germany, containing all the German speaking people of Europe 4. Hitler hoped to defeat the Soviet Union and the centre of communism in Europe 5. any other valid point of omission.

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81.	<p>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.</p> <p>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.</p> <p>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.</p>	6	<p>Possible points which may be identified from the source include</p> <ol style="list-style-type: none"> 1. on Chamberlain's route back from the airport, people were shouting themselves hoarse and leaping on the running board of the car wanting to shake his hand 2. at 10 Downing Street the crowds all sang 'For he's a jolly good fellow' 3. the newspapers were very quick to praise Chamberlain and his achievements at Munich 4. Chamberlain received a favourable result in the Commons, with a majority of MPs in support of the Munich Agreement <p>Possible points of significant omission may include</p> <ol style="list-style-type: none"> 5. Chamberlain received thousands of letters, telegrams and gifts from the public who wished to thank him for his achievements at Munich 6. the BBC in its radio coverage was supportive of Chamberlain and the Munich Agreement 7. Winston Churchill was an outspoken critic of the Munich Agreement/other MPs also spoke out against the Munich Agreement 8. thousands demonstrated against the Munich Agreement in Trafalgar Square 9. political cartoonists (for example David Low) were very critical of both Chamberlain and the Munich Agreement 10. any other valid point of significant omission.

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82.		<p>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.</p> <p>Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark awarded for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge. A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows</p> <ul style="list-style-type: none"> • 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). 	9	Possible factors	Key points of knowledge to support this factor may include
				Germany's invasion of Czechoslovakia	<ol style="list-style-type: none"> 1. the invasion of Czechoslovakia in March 1939 proved that Hitler could not be trusted (he had lied when he said that the occupation of the Sudetenland was his 'last territorial demand in Europe') 2. the invasion of Czechoslovakia also proved that he did not just want land where Germans lived and action would have to be taken to stop him
				Public opinion	<ol style="list-style-type: none"> 3. many were influenced by Churchill's speeches which meant appeasement was losing the support of the British people 4. the Oxford by-election showed that there were many British people who did not agree with appeasing Hitler and who would support military action against Nazi aggression

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Section 3 – European and World Contexts

PART I – World War II, 1939–1945

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84.		<p>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.</p> <p>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.</p>	5	<p>Examples of aspects of the source and relevant comments</p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comment(s)</th> </tr> </thead> <tbody> <tr> <td>Author US pilot.</td> <td>Useful because he was an eye-witness.</td> </tr> <tr> <td>Type of Source diary.</td> <td>Useful as it is an honest personal recollection.</td> </tr> <tr> <td>Purpose to record.</td> <td>Less useful as it may be biased/US propaganda.</td> </tr> <tr> <td>Timing 1943</td> <td>Useful because it is written during the US raids on Japan.</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>The bomber began rolling down the 470 feet of the aircraft carrier's flight deck.</td> <td>Useful because it is accurate (aircraft carriers were used to launch bombers during the raid).</td> </tr> <tr> <td>Our mission to take revenge for Pearl Harbour would end before it began.</td> <td>Useful because it is accurate (the Doolittle raid was the first US retaliation for Pearl Harbour).</td> </tr> <tr> <td>Doolittle's plane took off. He had yards to spare.</td> <td>Useful because it is accurate (the leader of the mission and all the other pilots managed to take off successfully).</td> </tr> </tbody> </table>	Aspect of the source	Possible comment(s)	Author US pilot.	Useful because he was an eye-witness.	Type of Source diary.	Useful as it is an honest personal recollection.	Purpose to record.	Less useful as it may be biased/US propaganda.	Timing 1943	Useful because it is written during the US raids on Japan.	Content	Possible comment	The bomber began rolling down the 470 feet of the aircraft carrier's flight deck.	Useful because it is accurate (aircraft carriers were used to launch bombers during the raid).	Our mission to take revenge for Pearl Harbour would end before it began.	Useful because it is accurate (the Doolittle raid was the first US retaliation for Pearl Harbour).	Doolittle's plane took off. He had yards to spare.	Useful because it is accurate (the leader of the mission and all the other pilots managed to take off successfully).
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			<p>Possible points of significant omission may include</p> <ol style="list-style-type: none"> 1. several aircraft carriers were used 2. planes were successfully launched from the aircraft carriers 3. military and industrial targets in Tokyo, Yokohama and other major cities were successfully bombed 4. some planes suffered problems with fuel and made it to Russia 5. some planes crashed in China 6. some raiders were captured by the Japanese 7. raids were a huge propaganda success and raised American morale/ lowered Japanese morale 8. any other valid point of omission.

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Section 3 – European and World Contexts

PART J – The Cold War, 1945–1989

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87.	<p>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.</p> <p>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).</p>	6	<p>Possible reasons may include</p> <ol style="list-style-type: none"> 1. ideological conflict between communism and capitalism caused tension 2. the only thing that kept America and the Soviet Union together was over (defeating Germany and Japan in the Second World War) 3. the Americans had developed the atomic bomb in secret and this angered/worried the Soviet Union 4. disagreements over Eastern Europe at Potsdam (for example Poland) 5. Soviet troops were occupying most of Eastern Europe and this caused tension 6. Soviet suspicions over the Marshall Plan's intentions 7. Truman, the new American President, was more Anti-Communist than Roosevelt had been 8. an arms race developed causing further tension/intensifies after the Soviets detonated an atomic bomb in 1949 9. tension caused by proxy wars (for example Korea) 10. any other valid reason.

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88.	<p>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.</p> <p>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.</p>	5	<p>Examples of aspects of the source and relevant comments</p> <table border="1" data-bbox="938 320 1474 981"> <thead> <tr> <th data-bbox="938 320 1203 409">Aspect of the source</th> <th data-bbox="1203 320 1474 409">Possible comment(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="938 409 1203 573">Author Commander of Soviet Armed Forces.</td> <td data-bbox="1203 409 1474 573">Useful because he was an eye-witness.</td> </tr> <tr> <td data-bbox="938 573 1203 696">Type of Source Speech.</td> <td data-bbox="1203 573 1474 696">Less useful as it could be one-sided.</td> </tr> <tr> <td data-bbox="938 696 1203 860">Purpose to persuade.</td> <td data-bbox="1203 696 1474 860">Less useful as it will exaggerate the threat of anti-communists.</td> </tr> <tr> <td data-bbox="938 860 1203 981">Timing 1956</td> <td data-bbox="1203 860 1474 981">Useful as it was at the time of the Soviet invasion.</td> </tr> </tbody> </table> <table border="1" data-bbox="938 1016 1474 2033"> <thead> <tr> <th data-bbox="938 1016 1203 1106">Content</th> <th data-bbox="1203 1016 1474 1106">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="938 1106 1203 1442">Their (forces in Hungary) aim was to destroy democracy and restore the old landowning capitalist rulers.</td> <td data-bbox="1203 1106 1474 1442">Useful as it is accurate (the Soviets saw any deviation from their system as fascism/an attempt to destroy socialism).</td> </tr> <tr> <td data-bbox="938 1442 1203 1778">Events have shown these anti-communists have used this military adventure to try to bring back fascism in Hungary.</td> <td data-bbox="1203 1442 1474 1778">Less useful as it is exaggerated (fascism was discredited throughout Europe at this time).</td> </tr> <tr> <td data-bbox="938 1778 1203 2033">At the request of Hungary, Soviet troops have started carrying out their obligations to our Allies.</td> <td data-bbox="1203 1778 1474 2033">Less useful as it is inaccurate (the Hungarian leader did not want Soviet intervention).</td> </tr> </tbody> </table>	Aspect of the source	Possible comment(s)	Author Commander of Soviet Armed Forces.	Useful because he was an eye-witness.	Type of Source Speech.	Less useful as it could be one-sided.	Purpose to persuade.	Less useful as it will exaggerate the threat of anti-communists.	Timing 1956	Useful as it was at the time of the Soviet invasion.	Content	Possible comment	Their (forces in Hungary) aim was to destroy democracy and restore the old landowning capitalist rulers.	Useful as it is accurate (the Soviets saw any deviation from their system as fascism/an attempt to destroy socialism).	Events have shown these anti-communists have used this military adventure to try to bring back fascism in Hungary.	Less useful as it is exaggerated (fascism was discredited throughout Europe at this time).	At the request of Hungary, Soviet troops have started carrying out their obligations to our Allies.	Less useful as it is inaccurate (the Hungarian leader did not want Soviet intervention).
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			<p>Possible points of significant omission may include</p> <ol style="list-style-type: none"> 1. the Soviets were concerned that Hungary could join the Western camp 2. the Soviets feared that democratic elections in Hungary would see a rejection of communist rule 3. the Soviets worried that other countries would follow the example of Hungary and they would lose control of Eastern Europe 4. Soviets moved quickly to take advantage of Western hesitancy (USA/Britain/France distracted by Suez) 5. any other valid point of omission.

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89.	<p>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.</p> <p>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.</p> <p>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.</p>	6	<p>Possible points which may be identified from the source include</p> <ol style="list-style-type: none"> 1. the Vietcong, who had to rely on surprise attacks before quickly disappearing 2. the Vietcong made full use of the Ho Chi Minh trail to supply their armies with weapons 3. lots of landmines were laid in front of the advancing American troops 4. the Vietcong placed their bases in swamps and forests to make it difficult for the American forces to locate them <p>Possible points of significant omission may include</p> <ol style="list-style-type: none"> 5. ‘Hanging onto the belts’ of the Americans – staying so close to the Americans so they could not use air or artillery backup without killing their own men 6. use of booby traps 7. mingling in with peasants to prevent identification 8. the Tet Offensive was an attack on South Vietnamese cities 9. use of tunnels 10. use of heavy machine guns to target American helicopters 11. any other valid point of significant omission.

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