



National  
Qualifications  
SPECIMEN ONLY

**S837/75/11**

**History**

Date — Not applicable

Duration — 2 hours 20 minutes

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**Total marks — 80**

**SECTION 1 — SCOTTISH CONTEXTS — 25 marks**

Attempt ONE part.

**SECTION 2 — BRITISH CONTEXTS — 26 marks**

Attempt ONE part.

**SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks**

Attempt ONE part.

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



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## **SECTION 1 — SCOTTISH CONTEXTS**

### **PARTS**

- A. The Wars of Independence, 1286–1328 pages 04–05
- B. Mary Queen of Scots, and the Scottish Reformation, 1542–1587 pages 06–07
- C. The Treaty of Union, 1689–1715 pages 08–09
- D. Migration and Empire, 1830–1939 pages 10–11
- E. The Era of the Great War, 1900–1928 pages 12–13

## **SECTION 2 — BRITISH CONTEXTS**

### **PARTS**

- A. The Creation of the Medieval Kingdoms, 1066–1406 pages 14–15
- B. War of the Three Kingdoms, 1603–1651 pages 16–17
- C. The Atlantic Slave Trade, 1770–1807 pages 18–19
- D. Changing Britain, 1760–1914 pages 20–21
- E. The Making of Modern Britain, 1880–1951 pages 22–23

## **SECTION 3 — EUROPEAN AND WORLD CONTEXTS**

### **PARTS**

- A. The Cross and the Crescent: the Crusades, 1071–1192 pages 24–25
- B. “Tea and Freedom”: the American Revolution, 1774–1783 pages 26–27
- C. USA, 1850–1880 pages 28–29
- D. Hitler and Nazi Germany, 1919–1939 pages 30–31
- E. Red Flag: Lenin and the Russian Revolution, 1894–1921 pages 32–33
- F. Mussolini and Fascist Italy, 1919–1939 pages 34–35
- G. Free at Last? Civil Rights in the USA, 1918–1968 pages 36–37
- H. Appeasement and the Road to War, 1918–1939 pages 38–39
- I. World War II, 1939–1945 pages 40–41
- J. The Cold War, 1945–1989 pages 42–43

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## SECTION 1 — SCOTTISH CONTEXTS — 25 marks

## Part A — The Wars of Independence, 1286–1328

Answer the following **five** questions using recalled knowledge and information from the sources where appropriate.

**Source A** is from a textbook written by a modern historian in 2011.

## Source A

John Balliol claimed the strongest right to be King of Scots. Balliol argued this because he was descended from the eldest daughter in the family of David, Earl of Huntingdon, brother of King William the Lion. According to Balliol it didn't matter that he was a generation younger than Bruce because the feudal law of primogeniture always supported the eldest line of a family. Robert Bruce claimed he should be the next King. Bruce argued the feudal law of primogeniture did not apply to kingdoms.

1. Evaluate the usefulness of **Source A** as evidence of the succession problem following the death of the Maid of Norway. 5  
(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)
2. Explain the reasons why John Balliol was a failure as King of Scots. 6
3. Describe the actions of William Wallace during the Wars of Independence. 4

**Source B** is about the Battle of Bannockburn.

## Source B

Bruce's careful preparations for battle were ruined when Edward II moved his army to attack from the east and not from the south. However, this gave the much larger English army no room to move because they were surrounded by marshes and streams. Bruce decided to take advantage of this mistake and to attack them. The English were so jammed together and so tangled up that their leaders struggled to organise any defence. They lost all confidence in Edward II for leading them into this trap.

4. How fully does **Source B** explain why the Scots won the Battle of Bannockburn? (Use the source and recall to reach a judgement.) 6

Sources C and D are about support for Robert Bruce in 1320.

**Source C**

In the Declaration of Arbroath, Scottish nobles explained to the Pope why all the Scots thought Robert Bruce was their rightful king. They argued Bruce had royal blood. His actions had won him the support of the Scottish people. In addition, they argued that they wanted him as king because, by saving Scotland from being taken over by England, he proved that he was worthy of being King of Scotland.

**Source D**

Even while the Declaration of Arbroath was being written, some Scottish nobles were plotting against Robert Bruce. They felt he was a ruthless thug who had murdered his main rival in a church and so he was unworthy of being King of Scots. Other Scottish nobles claimed their blood ties meant they were more closely related to the Scottish royal family than Robert Bruce. These disagreements caused problems in Scotland.

5. Compare the views of **Sources C** and **D** about support for Robert Bruce in 1320. (Compare the sources overall and/or in detail.)

4

[Now go to SECTION 2 starting on page 14]

## SECTION 1 — SCOTTISH CONTEXTS — 25 marks

## Part B — Mary Queen of Scots, and the Scottish Reformation, 1542–1587

Answer the following **five** questions using recalled knowledge and information from the sources where appropriate.

6. Describe the events of the “Rough Wooing”.

4

Source A is about why Protestantism spread in Scotland in the 1540s and 1550s.

## Source A

In Germany, the ideas of Martin Luther had started the Reformation movement. Some Scots began to criticise the teachings of the Catholic Church. During the Rough Wooing, English invaders had further encouraged this. This was done by the distribution of English translations of the Bible which helped the growth of Protestantism in Scotland. The Catholic Church continued to use the Latin Bible. Religious pamphlets, smuggled into Scotland from Europe, also spread Protestant ideas. The “Good and Godly Ballads” made these ideas popular, encouraging the spread of Protestantism in Scotland.

7. How fully does **Source A** explain why Protestantism spread in Scotland in the 1540s and 1550s? (Use the source and recall to reach a judgement.)

6

Sources B and C are about how well Mary, Queen of Scots ruled Scotland.

## Source B

Mary returned to Scotland as Queen in 1561. Mary was a Roman Catholic who believed that she should rule England instead of her Protestant cousin, Elizabeth. She neglected the government of Scotland. Mary was happy to leave the running of the country to a group of Protestant nobles. Despite the fact that Mary was a Catholic, she showed little interest in the issue of religion in Scotland.

## Source C

To begin with Mary had been a successful ruler in Scotland. That was until she allowed her heart to rule her head by marrying her English born first cousin, Lord Darnley. She had defeated the Protestant nobles who challenged her authority and had established a successful government under her half-brother Moray. Mary was a very devout Catholic, but she decided that she would tolerate Scotland's new Protestant church.

8. Compare the views of **Sources B** and **C** about how well Mary, Queen of Scots ruled Scotland. (Compare the sources overall and/or in detail.)

4

**Source D** is from a textbook written by a modern historian in 2007.

## Source D

Some Scots simply did not want to be ruled by a woman, as they believed that only men should be in positions of power. John Knox wrote a book against women in power. Others were suspicious of Mary's religion, as she was a Catholic, and so they also opposed her. At that time in Europe, rulers had the power to decide their country's religion. Eventually, Mary's half-brother, the Earl of Moray, forced her into giving up her power in favour of her infant son.

9. Evaluate the usefulness of **Source D** as evidence of why Mary, Queen of Scots, lost power over Scotland in 1567.

5

(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)

10. Explain the reasons why Mary Queen of Scots was executed in 1587.

6

[Now go to SECTION 2 starting on page 14]

## SECTION 1 — SCOTTISH CONTEXTS — 25 marks

## Part C — The Treaty of Union, 1689–1715

Answer the following **five** questions using recalled knowledge and information from the sources where appropriate.

11. Explain the reasons why relations between Scotland and England got worse between 1689 and 1707.

6

Sources A and B are about Scottish attitudes to a possible Union of the Parliaments.

## Source A

The issue of a Union of Parliaments between Scotland and England stirred up heated debate. Supporters of the Union saw it as a way of settling the Protestant Succession and closing the door to the Jacobite claimant to the throne. They weren't worried about wanting a closer relationship with England. A Union would end the danger of future wars between Scotland and England. Other Scots saw the economic benefits of gaining access to England's colonies.

## Source B

Many Scots disliked the idea of entering a Union with "the Auld Enemy". This resulted from centuries of bad feeling between the two countries. They feared that Scotland's economy would be ruined by cheap goods flooding up from England. The Jacobites encouraged opposition to the Union in the hope of restoring their king to his throne. They organised petitions against the Union and burned copies of the Treaty to stir up opposition to the Union.

12. Compare the views of Sources A and B about Scottish attitudes to a possible Union of the Parliaments. (Compare the sources overall and/or in detail.)
13. Describe the unrest in Edinburgh and other parts of Scotland to the proposed Treaty of Union.

4

4



**Source C** is about why the opponents of the Treaty of Union were unable to stop it being passed.

**Source C**

At first, there was widespread public opposition in Scotland to the Union. Opposition to it in Parliament was led by the Duke of Hamilton who could have become king if Scotland and England separated. Hamilton however was indecisive and unreliable. One night, without any warning, he suddenly changed sides. There was widespread belief that, like many, Hamilton had been bribed to support the Union. Hamilton's activities kept the opponents of the Union disorganised. Opponents of the Union were unable to overcome the ruthless methods used by supporters of the Union.

14. How fully does **Source C** explain why opponents of the Treaty of Union were unable to stop it being passed? (Use the source and recall to reach a judgement.)

6

**Source D** is from a textbook written by a modern historian in 1994.

**Source D**

For most people in Scotland after the Union, life in most matters was unchanged. Some however were soon disappointed. The Church of Scotland was outraged when patronage was reintroduced into the church and Episcopalians were to be tolerated. Within a few years other significant changes were made. Many Scots thought these changes also broke the terms of the Treaty of Union. They were unhappy with the introduction of the Malt Tax as this could have had serious consequences.

15. Evaluate the usefulness of **Source D** as evidence of reasons for Scottish disappointment with the Union.

5

(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)

[Now go to SECTION 2 starting on page 14]

## SECTION 1 — SCOTTISH CONTEXTS — 25 marks

## Part D — Migration and Empire, 1830–1939

Answer the following **five** questions using recalled knowledge and information from the sources where appropriate.

**Source A** is about why many Irish people moved to Scotland.

**Source A**

Among those who moved to Scotland, the largest group of immigrants came from Ireland. The Irish potato famine of the mid-1840s led to a sharp increase in numbers moving to Scotland. Others left for Scotland as some landlords evicted those who could not pay their rent. Transport costs were cheap making it easy to travel to Scotland. The Irish were attracted to the west of Scotland as wages were higher than those in Ireland. However, by the end of the 19th century, it wasn't just Irish who were attracted to Scotland.

16. How fully does **Source A** explain why many Irish people moved to Scotland between 1830 and 1939? (Use the source and recall to reach a judgement.) 6
17. Describe how Scotland benefited from the Empire between 1830 and 1939. 4

**Sources B** and **C** are about Scottish attitudes to Irish immigration.

**Source B**

By the mid-nineteenth century many Irish immigrants had settled in the Glasgow area. Newspapers were eager to describe the violent activities of groups of Irish men. They were also blamed for being dirty and responsible for spreading disease. Some Irish men and women came to Scotland and worked for part of the year and then returned home. Other Irish however were accused of being too lazy to work and for relying on charity.

In the nineteenth century many Irish came to Scotland to escape poverty back home. When they first came over they were, in general, very clean. The Irish in Paisley are almost all poor and I can only remember one Irish shopkeeper. But when more labourers are needed, the Irish are always ready to work hard for their pay. Although they live in the worst housing, the Irish are of good character and behave very well.

18. Compare the views of **Sources B** and **C** about Scottish attitudes to Irish immigration. (Compare the sources overall and/or in detail.)

4

**Source D** is from a textbook written by a modern historian in 1992.

## Source D

Scots were typical of emigrants throughout history in that they moved abroad for economic reasons. Many Scots had farms which they could sell to raise funds for emigration. Countries such as Canada were keen to attract Scots. Once settled, many emigrants were happy to help pay for relatives to come and join them. The journey became much easier and cheaper with the development of faster and more efficient steam ships. Only about a quarter of Scots returned home; most made a better living abroad.

19. Evaluate the usefulness of **Source D** as evidence of why many Scots were able to emigrate between 1830 and 1939.

5

(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)

20. Explain the reasons why so many Scots were successful in the countries to which they emigrated.

6

[Now go to SECTION 2 starting on page 14]

## SECTION 1 — SCOTTISH CONTEXTS — 25 marks

## Part E — The Era of the Great War, 1900–1928

Answer the following **five** questions using recalled knowledge and information from the sources where appropriate.

21. Describe the use of new technology on the Western Front during the First World War.

4

Source A is from a textbook written by a modern historian in 1984.

## Source A

In August 1914, Parliament passed the Defence of the Realm Act. This allowed the Government to introduce whatever restrictions were necessary to protect the country during wartime. British Summer Time was introduced to give more daylight working hours. Pub opening hours were limited to prevent drunkenness. People who believed, in 1914, that life in Britain would not be affected much, were quickly proved wrong. High casualties on the Western Front led to conscription, forcing unmarried men between 18 and 41 to join the armed forces.

22. Evaluate the usefulness of **Source A** as evidence of Government control of everyday life in Britain during the war.

5

(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)

Sources B and C are about the impact of the First World War on employment opportunities for women.

## Source B

Women wanted to be involved in the First World War from the start. From the outbreak of war there was a steady increase in the female workforce as men enlisted. Glasgow was the first city in Britain to employ women tram drivers. The vital role they played in the war helped change many people's attitude to women. When the war ended, many women voluntarily gave up their jobs to men returning from the fighting.

## Source C

For women in particular, the First World War brought about many changes. At the beginning of the war, thousands of women were unemployed. Despite women's contribution to the war effort, it didn't change deep-seated beliefs many people had about the role of women. At the end of the war many newspapers became critical of women workers. Many women wanted to keep their jobs but when the fighting ended, large numbers of women were sacked.

23. Compare the views of **Sources B** and **C** about the impact of the First World War on employment opportunities for women. (Compare the sources overall and/or in detail.)

4

**Source D** is about the decline of Scottish industries in the 1920s.

## Source D

Before the First World War, the Scottish economy was very dependent on the traditional industries. When the war ended, there was a sharp drop in demand for Clyde-built warships. This decline in shipbuilding in the 1920s had a damaging effect on the iron and steel industries. Many of the companies had depended on shipbuilding for their orders. Despite increased competition from abroad, Scotland's manufacturers failed to invest in new technology. Not surprisingly, overseas markets lost during the war often preferred to stay with their new suppliers.

24. How fully does **Source D** explain the reasons for the decline of Scottish industries in the 1920s? (Use the source and recall to reach a judgement.)
25. Explain the reasons why women gained the vote in 1918.

6

6

[Now go to SECTION 2 starting on page 14]

## SECTION 2 — BRITISH CONTEXTS — 26 marks

## Part A — The Creation of the Medieval Kingdoms, 1066–1406

Answer the following **four** questions using recalled knowledge and information from the sources where appropriate.

**Source A** is from a chronicle written by William's priest in 1077.

**Source A**

William went to various parts of his new kingdom. Wherever he went, the people surrendered to him. The remaining English Earls were confirmed in their lands and titles. There was limited resistance from the native population. To overcome this, his loyal Norman lords undertook a programme of castle building to maintain their hold on the kingdom. He gave rich fiefs to the men he had brought over from France but no Frenchman was given anything that had been unjustly taken from an Englishman.

26. Evaluate the usefulness of **Source A** as evidence of William's attempts to control England after 1066. 5  
(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)
27. To what extent was the corruption in the legal system the most important problem facing Henry II? 9  
(Use recalled knowledge to introduce, then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)
28. Explain the reasons why the Church was important in the Middle Ages. 6

**Source B** describes the effects of the Black Death on England.

**Source B**

One in three of the population of England died. If the same proportion of people killed by the Black Death in England were affected today, then about 17 million people would die. Lords, who relied on their peasants to farm their land, became desperate to retain them. This meant Lords were forced to pay more to keep each peasant on their land. The labour shortage meant they were in greater demand, so some peasants left their own Lord's land in search of higher pay elsewhere.

29. How fully does **Source B** describe the effects of the Black Death on England? (Use the source and recall to reach a judgement.)

6

[Now go to SECTION 3 starting on page 24]

## SECTION 2 — BRITISH CONTEXTS — 26 marks

## Part B — War of the Three Kingdoms, 1603–1651

Answer the following **four** questions using recalled knowledge and information from the sources where appropriate.

30. To what extent were financial grievances the main cause of dispute between King James I and Parliament? 9

(Use recalled knowledge to introduce, then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

31. Explain the reasons why Charles I became unpopular in Scotland between 1629 and 1640. 6

Source A is from a letter written by Sir John Eliot, a Member of Parliament, in the 1630s.

## Source A

It was an ill omen that Charles' first Parliament met against the background of a terrible outbreak of plague in London. Members of Parliament complained that the terms of Charles' marriage contract included unacceptable concessions to English Catholics. In addition we were suspicious of Charles' foreign policy which meant Parliament was reluctant to grant him funds. The king tried his best to manipulate Parliament. This didn't stop me launching a fierce criticism of Charles' favourite, Buckingham's mismanagement of the Cadiz expedition.

32. Evaluate the usefulness of **Source A** as evidence of growing opposition in England to the reign of King Charles I. 5

(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)



**Source B** describes events between 1640 and 1642 that led to the outbreak of civil war.

**Source B**

Charles called Parliament in April 1640. He then dismissed it because MPs refused to give him what he wanted. In November 1640 Charles was forced to recall Parliament. He still didn't get the money he wanted. Charles faced growing criticism in Parliament from Pym and other Puritan MPs regarding his religious policies. In May 1641 Parliament accused the King's chief Minister, Strafford, of treason and executed him. Many MPs were unhappy with the way Pym twisted the laws to get Strafford executed, which led to further disputes in Parliament.

33. How fully does **Source B** describe the events between 1640 and 1642 that led to the outbreak of the civil war? (Use the source and recall to reach a judgement.)

6

[Now go to SECTION 3 starting on page 24]

## SECTION 2 — BRITISH CONTEXTS — 26 marks

## Part C — The Atlantic Slave Trade, 1770–1807

Answer the following **four** questions using recalled knowledge and information from the sources where appropriate.

**Source A** is from a diary written by a slave ship's doctor in 1788.

**Source A**

Some wet and windy weather had caused the port holes to be shut. This led to diarrhoea and fevers among the slaves. I often went down below deck among them. After some time the apartments became so extremely hot, as to be only bearable for a very short time. The floor of the place where the slaves lay was covered in blood and diarrhoea which had come from them because of their sickness. It looked like a slaughter house.

- 34.** Evaluate the usefulness of **Source A** as evidence of the conditions faced by slaves during the Middle Passage.

5

(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)

**Source B** is about the impact the slave trade had on the Caribbean islands.

**Source B**

The slave trade had a long lasting effect on the islands of the Caribbean. The slaves outnumbered the white population about 20 to 1 which created a fear of rebellion among the white population. This fear of a slave uprising led to the introduction of a legal system which supported slavery. Slave laws were introduced which allowed slave owners to brutally punish or even execute slaves. Slaves were vital to work on the plantations. The concentration on sugar production did lasting damage to the Jamaican economy.

35. How fully does **Source B** describe the impact the slave trade had on the Caribbean islands? (Use the source and recall to reach a judgement.) 6
36. Explain the reasons why resistance was difficult for slaves on the plantations. 6
37. To what extent was Olaudah Equiano the main reason for the success of the abolitionist campaign? 9  
(Use recalled knowledge to introduce, then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

[Now go to SECTION 3 starting on page 24]

## SECTION 2 — BRITISH CONTEXTS — 26 marks

## Part D — Changing Britain, 1760–1914

Answer the following four questions using recalled knowledge and information from the sources where appropriate.

38. To what extent were medical advances the main reason for improved health by 1900? 9  
(Use recalled knowledge to introduce, then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

**Source A** describes the impact of factories upon the working conditions of textile workers.

**Source A**

People used to working in their own homes found working in a factory very different. The powered machines went on hour after hour and many workers struggled to keep up with them. Owners had very strict rules and workers had to do what they were told to do. There was, however, no shortage of workers wanting employment in factories. Wages were usually better than farm work, but only when the factory was working. If business became slow then workers were laid off, with no income at all.

39. How fully does **Source A** describe the impact of factories upon the working conditions of textile workers? (Use the source and recall to reach a judgement.) 6

**Source B** is from the diary of a Scottish railway engineer written in the 1840s.

**Source B**

We had to build the line to Perth over Lord Seafield's land. Lady Seafield very decidedly told us that she hated railways. "Cheap travel", she said, "brought together such an objectionable variety of people." Lord Seafield said the railway would frighten away the grouse from his moors. "Besides", he went on, "what would become of the men who have for many years been employed to float timber down the River Spey to the sea. Would a railway replace them?"

40. Evaluate the usefulness of **Source B** as evidence of different attitudes to the building of railways in 19th century Scotland.

5

(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)

41. Explain the reasons why more people gained the vote by 1867.

6

[Now go to SECTION 3 starting on page 24]

## SECTION 2 — BRITISH CONTEXTS — 26 marks

## Part E — The Making of Modern Britain, 1880–1951

Answer the following **four** questions using recalled knowledge and information from the sources where appropriate.

**Source A** is from a report written by a social investigator about conditions in London in 1892.

**Source A**

The building was spread over two floors. The two room apartment on the ground floor is occupied by Fletcher, a pedlar, his wife and six of his children. Eight feet square—that is about the average of many of these rooms. On the first floor are the Lawson and Bewley families. In most of the apartments the walls and ceilings are black with filth. In these buildings it is a common occurrence to find sewage running down the walls.

42. Evaluate the usefulness of **Source A** as evidence of poverty in Britain in the 1890s. 5
- (You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)

Source B is about the limitations of the Liberal welfare reforms of 1906–1914.

Source B

The Liberal reforms were just a beginning. They were a long way short of solving all the problems. Medical care was only provided for the worker, it did not cover his wife or children. Other benefits were only to last for a short period of time. The amounts paid as benefits were not enough to live on. Old Age Pensions were paid for the first time in 1909. However as the pension only applied to people over 70, many elderly still received no help.

43. How fully does **Source B** describe the limitations of the Liberal welfare reforms of 1906–1914? (Use the source and recall to reach a judgement.) 6
44. Explain the reasons why the Labour Government introduced the Welfare State in 1948. 6
45. To what extent was the NHS the most beneficial social reform introduced by the Labour Government after 1948? 9
- (Use recalled knowledge to introduce, then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

[Now go to SECTION 3 starting on page 24]

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

## Part A — The Cross and the Crescent: the Crusades, 1071–1192

Answer the following **five** questions using recalled knowledge and information from the sources where appropriate.

**Source A** is about the importance of castles in the twelfth century.

**Source A**

During Henry II's reign, castles were built of stone and with extra walls and towers. These castles became a key symbol of power. They were also the administrative centres of each town. The numerous rooms inside a castle meant that it was an ideal base for the local garrison carrying out guard duty. During the civil war many castles had been built illegally. There was no doubt however that they were useful during times of attack when food, drink and other supplies could be stored there.

46. How fully does **Source A** describe the importance of castles in the twelfth century? (Use the source and recall to reach a judgement.)

6



Sources B and C describe what happened to Jewish communities during the First Crusade.

Source B

After a few weeks of travelling, Peter the Hermit and his followers came upon a Jewish community. Many Crusaders were poor and hungry so they began stealing food and possessions from the Jews. As the Crusaders thought the Jews were the enemy of Christ, most believed they could treat them as they wished. Some forced the Jews to change religion and become Christian. Others, against the orders of Peter the Hermit, slaughtered the Jews.

Source C

A rumour spread among the Crusaders that whoever killed a Jew would have all their sins forgiven. Immediately, Peter the Hermit's army began attacking and killing Jewish men, women and children. Although some Jews tried to fight back they had few weapons and were easily defeated. In the riot that followed, Jewish houses were robbed and valuables stolen. Those Jews who survived the massacre were forced to give up their faith and become Christians.

47. Compare the views of Sources B and C about what happened to Jews during the First Crusade. (Compare the sources overall and/or in detail.) 4
48. To what extent were Muslim divisions the main reason for the success of the First Crusade? 9  
(Use recalled knowledge to introduce, then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)
49. Explain the reasons why the Crusaders lost control of Jerusalem in 1187. 6
50. Describe the Battle of Jaffa in 1192. 4

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

## Part B — “Tea and Freedom”: the American Revolution, 1774–1783

Answer the following **five** questions using recalled knowledge and information from the sources where appropriate.

51. To what extent were Britain’s attempts at raising revenue from the colonies the main reason why the American Wars of Independence broke out in 1775? 9  
 (Use recalled knowledge to introduce, then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)
52. Explain the reasons why some colonists remained loyal to Britain during the war. 6

Source A is about the condition of the American army in 1777.

## Source A

The Revolutionary War was waged by small armies on both sides. The American forces were often led by inefficient, even incompetent, commanders who fought muddled campaigns. The men gathering in Boston were very enthusiastic. They were however badly armed and lacking supplies. The American commander, George Washington, could rely on no more than 5,000 regular soldiers. Most men were part-time and served for only a few months at a time. Britain’s professional army was larger but not large enough to subdue the Americans.

53. How fully does **Source A** describe the condition of the American army in 1777? (Use the source and recall to reach a judgement.) 6

54. Describe the events leading up to the British surrender at Saratoga in 1777.

Sources B and C are about the events of the Battle of Yorktown, 1781.

**Source B**

In 1781, Cornwallis moved into Virginia and began to build a base at Yorktown. By late summer, Cornwallis's position at Yorktown was deteriorating fast. While American forces prevented him from moving inland, a large French fleet carrying 3,000 troops had sailed up to join the siege. The fate of Cornwallis was sealed when the French defeated the British fleet in Chesapeake Bay. On 19 October, Cornwallis surrendered his entire army of 7,000 men.

**Source C**

To launch his campaign in Virginia, Cornwallis's army carried out raids, harassing the American forces wherever he could. In August 1781, Cornwallis's British forces set up camp at Yorktown. Yorktown however turned out to be a poor position and his situation became more serious. American troops moved quickly into the area to surround him and keep him there. The British could not help Cornwallis's army to escape, or bring in reinforcements.

55. Compare the views of Sources B and C about the events of the Battle of Yorktown. (Compare the sources overall and/or in detail.)

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

## Part C — USA, 1850–1880

Answer the following **five** questions using recalled knowledge and information from the sources where appropriate.

56. Explain the reasons why settlers moved West after 1850.

6

Source A is about the events that led to the outbreak of the Civil War.

## Source A

The Compromise of 1850 was created by Henry Clay and others to deal with the balance between slave and free states. The Kansas-Nebraska Act of 1854, however, increased tensions. This allowed continued expansion to the West. The real issue occurred in Kansas. Pro-slavery people of Missouri began to pour into Kansas to help force it to be a slave state. The fight over slavery even erupted on the floor of the Senate. Anti-slavery campaigner Charles Sumner was beat over the head by South Carolina's pro-slavery Senator Preston Brooks.

57. How fully does **Source A** describe the events that led to the outbreak of the Civil War? (Use the source and recall to reach a judgement.)

6

58. Describe the work of the Freedmen's Bureau after 1865.

4

Sources B and C are about what happened during Reconstruction.

Source B

Many school houses were burned down. Hostility was shown to the school teachers like me who taught in schools for blacks. Two school board directors were warned to leave the Board. One of them did. They came at night and gave these warnings. I asked them while they were whipping me what I had done. They said I wanted to make these blacks equal to the white men; that this was a white man's country.

Source C

The violence that the whites committed was directed not only at black people but anyone who furthered their cause. Teachers in schools for black Americans became key figures so they were frequently intimidated. These attacks usually took place at night: leaving behind a burning cross they whipped, mutilated and murdered black people. Black Americans were reluctant to resist as they wanted to be seen by others as peaceful and law-abiding.

59. Compare the views of Sources B and C about what happened during Reconstruction. (Compare the sources overall and/or in detail.) 4
60. To what extent was the discovery of gold the main reason for growing tension between the Native Americans and the white settlers? 9  
(Use recalled knowledge to introduce, then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

## Part D — Hitler and Nazi Germany, 1919–1939

Answer the following **five** questions using recalled knowledge and information from the sources where appropriate.

61. Describe the events of the Beer Hall Putsch of 1923. 4
62. To what extent was discontent with the Weimar Republic the main reason for the Nazi rise to power by January 1933? 9
- (Use recalled knowledge to introduce, then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

Sources A and B are about the Nazi views on race.

## Source A

The Nazi theory of racial superiority was not original even though Hitler had stated, in *Mein Kampf*, that differences between the races was a matter of scientific fact. There could be no argument that the Aryan people of northern Europe were superior in every way. This was not just a matter of physical superiority but also of intellectual strength. It was logical that superior people like this should be in control of all other races.

## Source B

The stereotype of the blond haired and blue-eyed warrior took a powerful hold on many young Germans who were taught that the Aryans of Germany and Scandinavia were the Master Race. According to Nazi propaganda, which continually stressed the importance of “pure blood”, biological research had shown that there was a distinction between races. This gave these superior races the authority to rule over the peoples of the world.

63. Compare the views of Sources A and B about Nazi views on race. (Compare the sources overall and/or in detail.) 4
64. Explain the reasons why it was so difficult to oppose the Nazi Government after 1933. 6

Source C is about changes to education in Nazi Germany.

Source C

There were many changes at school. Some were barely noticed, others were introduced as though with a great fanfare of trumpets. None questioned the introduction of new Nazi textbooks. In line with National Socialist education policies, the number of PE periods was increased at the expense of religious education. When competitive field games were added to the curriculum our teacher spelled it out to us, "It is what the Führer wants for you". At the start of class we had to raise our arms in the "Heil Hitler!" salute.

65. How fully does Source C describe the changes to education in Nazi Germany? (Use the source and recall to reach a judgement.)

6

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

## Part E — Red Flag: Lenin and the Russian Revolution, 1894–1921

Answer the following **five** questions using recalled knowledge and information from the sources where appropriate.

66. Describe the methods used by the Tsar to control Russia before 1905. 4
67. Explain the reasons why there was a revolution in Russia in January 1905. 6

**Source A** is about the reforms introduced in Russia after the 1905 Revolution.

**Source A**

With the growing unrest threatening his authority, the Tsar gave in and agreed to introduce reforms. The October Manifesto established a parliament or Duma elected by the people. It also allowed the Russian people basic rights, such as freedom of speech. This helped the Tsar regain control of the country. In 1906 the Tsar appointed Peter Stolypin as Prime Minister. His land reforms allowed peasants to become owners of their own land. He also set up a peasants' bank to provide loans to help them buy the land.

68. How fully does **Source A** describe the reforms introduced in Russia after the 1905 Revolution? (Use the source and recall to reach a judgement.) 6



Sources B and C describe the effects of the First World War on the Russian people.

Source B

The workers are not in a patriotic mood. The high cost of living and barbaric government policies have turned the masses against the war. There are more and more strikes all over the country. Prices have gone up and people are discontented. Food is hard to get. They blame the Tsar and say “he does not care we might starve”. People hate the war now and want it to end.

Source C

Throughout much of the war, Russian cities suffered from a shortage of food. This was due to a series of bad harvests. The loss of large areas of rich farmland to the Germans did not help. The shortages meant that food prices went up and, although workers’ wages increased, they did not keep pace with rising inflation. By 1917, urban workers faced terrible starvation which they blamed on the Tsar.

69. Compare the views of Sources B and C about effects of the First World War on the Russian people. (Compare the sources overall and/or in detail.) 4
70. To what extent was the leadership of Trotsky the main reason for the Reds’ victory in the Civil War? 9
- (Use recalled knowledge to introduce, then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

## Part F — Mussolini and Fascist Italy, 1919–1939

Answer the following **five** questions using recalled knowledge and information from the sources where appropriate.

**Sources A and B** are about why Mussolini was able to seize power in 1922.

## Source A

The Fascist squads had a reputation for ruthless violence. This put Mussolini in the position to challenge the government, which he did in what became known as the famous “March on Rome”. The government decided to send in the army to try and stop Mussolini. The King, Victor Emmanuel III, however instead of using the army, decided to give in to Mussolini’s demands. He therefore appointed him head of a new Italian government.

## Source B

The Socialists and Communists launched an anti-Fascist general strike but the people failed to support them. After the strike, Mussolini decided to seize the government when he and his followers marched on the capital, Rome. Before he resigned, the prime minister called out the army when the Fascists surrounded Rome. However, the pressure proved too much for the Italian King who refused to use the military to squash Mussolini’s “march”.

71. Compare the views of **Sources A** and **B** about the events which led to Mussolini’s seizure of power in Italy in 1922. (Compare the sources overall and/or in detail.)

4

Source C is about the cult of Il Duce in Fascist Italy.

Source C

The leadership cult in Fascist Italy started almost as soon as Mussolini came to power in 1922. By the end of 1925, his role as Duce of Fascism and Head of the Government had been secured by changes to the law. The nature of Mussolini's leadership and, above all, the quality of his political judgement, has been hotly debated. Mussolini had undoubted charisma and political intelligence with which to maintain his power over Fascism and the Italian people. However, his main talents lay in the areas of acting and propaganda.

72. How fully does **Source C** describe the cult of Il Duce in Fascist Italy? (Use the source and recall to reach a judgement.) 6
73. Explain the reasons why many Italians were unhappy with Mussolini's economic policies. 6
74. Describe the aims of Fascist foreign policy. 4
75. To what extent was fear the main reason why Mussolini was able to overcome opposition in Fascist Italy? 9
- (Use recalled knowledge to introduce, then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

## Part G — Free at Last? Civil Rights in the USA, 1918–1968

Answer the following **five** questions using recalled knowledge and information from the sources where appropriate.

76. To what extent was fear of revolution the main reason why many Americans' attitude towards immigration changed after 1918? 9

(Use recalled knowledge to introduce, then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

Sources A and B are about the experience of immigrants in the USA in the 1920s.

## Source A

Italians didn't want to buy land. Few planned to stay in America for long, but wanted to return to Italy some day. They headed for the great cities where there was a far better prospect of finding employment. Italian Americans succeeded in jobs requiring little formal education, such as small business ownership. However, like other immigrants, they found other ways of making a living. Politics and sports were ladders for upward mobility.

## Source B

My family lived in the city of Chicago. When I was 14 years old I started dodging school and so didn't get much formal education. Around this time I turned to stealing. Then we joined an older gang because although they were only around 20 years old they were in the big money and drove around in fancy automobiles. My father came from Monfalcone in Italy and always hoped to return there.

77. Compare the views of **Sources A** and **B** about the experience of immigrants in the USA during the 1920s. (Compare the sources overall and/or in detail.) 4
78. Describe how the Jim Crow laws affected black Americans. 4
79. Explain the reasons why there was a growth in the civil rights movement between 1945 and 1968. 6

Source C is about the appeal of the Black Panthers to many black Americans.

Source C

The name 'Black Panther' was chosen because the panther is a strong fighter when it is cornered. They urged that it was now time to defend black Americans against this white aggression. When Huey Newton said things like "The police have never been our protectors", he voiced the distrust many black Americans felt towards the police. Little credit or publicity was given to the self-help programmes organised by the Black Panthers. In addition they also had a ten-point programme which included demands for better housing and education.

80. How fully does Source C describe the appeal of the Black Panthers to many black Americans? (Use the source and recall to reach a judgement.)

6

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

## Part H — Appeasement and the Road to War, 1918–1939

Answer the following **five** questions using recalled knowledge and information from the sources where appropriate.

81. Explain the reasons why Germany hated the terms of the Treaty of Versailles. 6

Sources A and B are about the work of the League of Nations.

## Source A

Wilson had been the driving force behind the League of Nations. The refusal of the USA to join the League however greatly weakened its ability to succeed. In the years after the war, the League did a great deal of useful humanitarian work. The League did manage to settle disputes between smaller nations who could be leaned on. When disputes involved larger countries, the League however often failed to act.

## Source B

The Covenant was the document which outlined how the League would work. Actions against larger nations who challenged the League were inadequate and frequently half-hearted. Many members were not willing to use sanctions, which weakened the League. The League however did achieve some success in solving arguments between lesser countries. The failure of several big powers, including the USA, to join the League badly damaged its effectiveness.

82. Compare the views of Sources A and B about the work of the League of Nations. (Compare the sources overall and/or in detail.) 4
83. Describe the aims of Nazi foreign policy. 4
84. To what extent were military concerns the main reason why Chamberlain followed a policy of appeasement? 9
- (Use recalled knowledge to introduce, then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

**Source C** is about the events that led to the outbreak of war between Britain and Germany in 1939.

**Source C**

The loss of the Sudetenland to Germany in October 1938 left the rest of Czechoslovakia weak and vulnerable to attack. In March 1939, German troops marched into Czechoslovakia. This action broke the Munich Agreement. Slovakia broke away and became a pro-German 'puppet state'. Bohemia and Moravia became a German protectorate. Up to this point Hitler had justified his demands in terms of self-determination. This was impossible after his actions in March 1939. Germany's aggression led to Great Britain and France abandoning the policy of appeasement.

85. How fully does **Source C** describe the events in 1939 leading to the outbreak of war between Britain and Germany? (Use the source and recall to reach a judgement.)

6

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

## Part I — World War II, 1939–1945

Answer the following **five** questions using recalled knowledge and information from the sources where appropriate.

86. Explain the reasons why Hitler ordered the invasion of Russia in June 1941. 6
87. Describe the Battle of Midway in June 1942. 4

Sources A and B are about the work of the French Resistance.

## Source A

Resistance movements in occupied countries carried on the fight against Germany's armed forces. Their methods included sabotage of the German rail network. They also distributed anti-German propaganda. This resistance took place in all countries occupied by the Germans. The help they gave the Allies was extremely important. Some historians believe without their help the Allies would have been defeated. If members of the Resistance were caught they would almost certainly be tortured and executed.

## Source B

As a result of the German invasion in 1940 a resistance movement grew in France. Over the course of the war, the French Resistance scored key victories against the German occupation forces. Resistance members organised themselves in secret groups. They destroyed trains carrying German troops and military equipment. These accomplishments carried a heavy price as many members of the Resistance paid for their bravery with their lives.

88. Compare the views of Sources A and B about the work of the French Resistance. (Compare the sources overall and/or in detail.) 4
89. To what extent were German mistakes the main reason for the Allied success at Normandy in 1944? 9
- (Use recalled knowledge to introduce, then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)



Source C is about the fall of Berlin.

Source C

Friday 20th April was Hitler's birthday. The Soviets sent him a birthday present in the form of an artillery barrage right into the heart of Berlin. The Western Allies launched a massive air raid. The radio announced Hitler had come out of his bomb-proof bunker. He spoke to young boys who had 'volunteered' to join the SS and die for their Führer in defence of Berlin. What a cruel lie! They didn't volunteer, but had no choice. Boys who were found hiding were hanged as traitors by the SS.

90. How fully does **Source C** describe events leading to the fall of Berlin? (Use the source and recall to reach a judgement.)

6

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

## Part J — The Cold War, 1945–1989

Answer the following **five** questions using recalled knowledge and information from the sources where appropriate.

**Sources A and B** are about why a Cold War broke out between the superpowers.

## Source A

Once World War Two was over, relations between the two allies deteriorated, to be replaced by a climate of suspicion between America and the Soviet Union. Soviet and American leaders held opposing ideological views and attempted to spread their beliefs to other countries. Tensions continued to grow over the next few years. America's decision to develop and use the atomic bomb against the Japanese without consulting the Soviets placed further strain on relations.

## Source B

As soon as the war ended, the Soviet Union and the Americans developed open hostility towards each other. The meetings at Yalta and Potsdam did little to improve relations between the two countries. The new American President Truman and Soviet leader Stalin seemed hostile to one another, and this emphasised their ideological divisions. The tension at Potsdam was increased by America's use of the atomic bomb against Japan.

91. Compare the views of **Sources A and B** about the reasons why a Cold War broke out between the Soviet Union and the USA. (Compare the sources overall and/or in detail.)

4

Source C is about the events which led to the crisis in Berlin in 1961.

Source C

By 1960 the situation in East Berlin was very dangerous. A new East German labour law, which stopped workers from going on strike, had led to growing unrest in the factories. Agriculture reforms had led to higher prices and food shortages. All of this led to a massive increase in the numbers of refugees fleeing to the West. At a meeting of the Warsaw Pact states, Khrushchev had been informed about the situation. In the six months up to June 1961, 103,000 East Germans had fled through Berlin.

92. How fully does **Source C** describe the events which led to the crisis in Berlin in 1961? (Use the source and recall to reach a judgement.) 6
93. Explain the reasons why the USA became involved in a crisis over Cuba in 1962. 6
94. To what extent were Vietcong tactics the main reason for their success in winning the war in Vietnam? 9  
(Use recalled knowledge to introduce, then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)
95. Describe the steps taken to reduce tension between the USA and the USSR between 1968 and 1989. 4

[END OF SPECIMEN QUESTION PAPER]



National  
Qualifications  
SPECIMEN ONLY

**S837/75/11**

**History**

## Marking Instructions

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These marking instructions have been provided to show how SQA would mark this specimen question paper.

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## General marking principles for National 5 History

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

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

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

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

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

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

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

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

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

**Example response (*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 developed comparison)

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

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

Source B explains the reasons why the Liberals introduced their reforms fairly well (**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)

**Example response (*How fully does source A describe how the Liberal reforms 1906-14 led to improvements in the lives of the young and the old?*):**

Source A describes how the Liberal reforms led to improvements in the lives of the young and old to a certain extent (**evidence of a judgment**) as it mentions that the Old Age Pension Act helped to keep the old out of poverty (1 mark, point from the source). It also mentions that children in schools were given free school meals to help them focus on schoolwork. (1 mark, point from the source). However, the source doesn’t mention (**evidence of judgment**) that medical inspections in schools were also introduced to improve the lives of the young (1 mark, significant omission). The source also doesn’t mention that the Children’s Charter helped keep children out of the workhouses (1 mark, significant omission).



## Marking codes to be used for Question Paper

- ✓ indicates a relevant piece of evidence/knowledge has been credited (MI number should also be used)
- DP indicates a developed point has been credited
- R indicates that recalled knowledge has been credited (useful in How fully questions)
- S indicates that evidence from the source has been correctly selected/credited (useful in How fully questions)
- 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 How fully questions)
- B indicates that balance has been provided/different factors have been presented (useful in short essay questions)
- AUT indicates an evaluative comment has been made on the authorship of the source (useful in source evaluation questions)
- TYP indicates an evaluative comment has been made on the type of source (useful in source evaluation questions)
- PUR indicates an evaluative comment has been made on the purpose of the source (useful in source evaluation questions)
- TIM indicates an evaluative comment has been made on the origin/timing of the source (useful in source evaluation questions)
- SC indicates a simple comparison has been made (useful in source comparison questions)
- DC indicates a developed comparison has been made (useful in source comparison questions)
- OC indicates an overall comparison has been made (useful in source comparison questions)
- J indicates that the required judgement has been made (useful in short essay and How fully questions)
- OS indicates that the candidate has just provided an overall summary as a conclusion (useful in short essay questions)

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 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 <u>and</u> 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 colspan="2">Aspect</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>Author</td> <td>Modern historian</td> <td>Useful because he has expert knowledge/has studied a range of relevant sources</td> </tr> <tr> <td>Type of source</td> <td>Textbook</td> <td>Useful because it contains straightforward information without bias/well researched</td> </tr> <tr> <td>Purpose</td> <td>To inform</td> <td>Useful because it provides detailed information</td> </tr> <tr> <td>Timing</td> <td>2011</td> <td>Useful because it has 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>Balliol argued this because he was descended from the eldest daughter in the family of David, Earl of Huntingdon, brother of King William the Lion.</td> <td>Useful as this is accurate (as Balliol claimed being descended from David's eldest daughter he should be the next king).</td> </tr> <tr> <td>According to Balliol it didn't matter that he was a generation younger than Bruce because the feudal law of primogeniture</td> <td>Useful as this is accurate (as Balliol argued that the feudal law of primogeniture meant he should be Scotland's next king).</td> </tr> </tbody> </table>	Aspect		Possible comment	Author	Modern historian	Useful because he has expert knowledge/has studied a range of relevant sources	Type of source	Textbook	Useful because it contains straightforward information without bias/well researched	Purpose	To inform	Useful because it provides detailed information	Timing	2011	Useful because it has the benefit of hindsight	Content	Possible comment	Balliol argued this because he was descended from the eldest daughter in the family of David, Earl of Huntingdon, brother of King William the Lion.	Useful as this is accurate (as Balliol claimed being descended from David's eldest daughter he should be the next king).	According to Balliol it didn't matter that he was a generation younger than Bruce because the feudal law of primogeniture	Useful as this is accurate (as Balliol argued that the feudal law of primogeniture meant he should be Scotland's next king).
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2.		<p>Candidates can be credited in a number of ways up to a <b>maximum of 6 marks</b>. 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><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> 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>	<p><b>6</b></p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. Balliol had accepted Edward as his overlord, so weakening his authority</li> <li>2. he was inexperienced in Scottish affairs as he was essentially an English noble</li> <li>3. Balliol was unable to stop Edward interfering in the government of Scotland</li> <li>4. Edward undermined him by summoning him to appear at court/before his parliament</li> <li>5. Edward heard Scottish legal appeals which angered the Scots</li> <li>6. Edward sent direct orders to the Scottish nobles which undermined Balliol as king</li> <li>7. Edward forced him to appoint an Englishman as his Chancellor, further humiliating him</li> <li>8. Balliol had been defeated by Edward at the Battle of Dunbar, which weakened his power</li> <li>9. Edward had stripped John Balliol of his crown and title publicly, so humiliating him</li> <li>10. Edward took Balliol away as a prisoner, leaving Scotland without a king</li> <li>11. Bruce and other nobles had never supported Balliol, which weakened his authority</li> <li>12. the Community of the Realm of Scotland made John Balliol share power with 12 Scottish Guardians, which showed little faith in him.</li> </ol> <p><b>Any other valid reason.</b></p>

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3.		<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. 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><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. A <b>second mark</b> should be awarded for each point that is developed, <b>up to a maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	<p><b>4</b></p> <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. murdered Sheriff of Lanark which made him an outlaw and forced him into open rebellion</li> <li>2. his use of guerrilla tactics was very successful against the English</li> <li>3. he united people under his leadership as Guardian</li> <li>4. he organised the army of Scotland</li> <li>5. worked with Andrew Moray to defeat the English at the Battle of Stirling Bridge</li> <li>6. tried to establish trade with the Low Countries</li> <li>7. when he was defeated at the Battle of Falkirk he resigned the Guardianship</li> <li>8. he continued to resist Edward till he was executed.</li> </ol> <p><b>Any other valid point of knowledge.</b></p>

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4.		<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. 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><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> 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 <b>up to 3 marks</b> for their interpretation of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	<p><b>6</b></p> <p><b>Possible points from the source include:</b></p> <ol style="list-style-type: none"> <li>1. gave the much larger English army no room to move because they were surrounded by marshes and streams</li> <li>2. Bruce decided to take advantage of this mistake and to attack them</li> <li>3. the English were so jammed together and so tangled up that their leaders struggled to organise any defence</li> <li>4. they lost all confidence in Edward II for leading them into this trap.</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. Bruce organised the Scots into schiltrons which was an effective defensive formation</li> <li>6. Bruce chose the higher ground which gave the Scots a positional advantage</li> <li>7. Bruce trained his schiltrons to move which allowed them to respond to attacks</li> <li>8. the death of de Bohun demoralised the English</li> <li>9. the English had been arguing among themselves and could not agree on a plan</li> <li>10. many English were trapped by the ditches by the Pelstream and Bannock burns and drowned.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

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Section 1 – Scottish Contexts

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

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6.	<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. 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><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. A <b>second mark</b> should be awarded for each point that is developed, <b>up to a maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. the Scots broke the Treaty of Greenwich which stated that Mary would marry Edward, Henry VIII's son</li> <li>2. Henry VIII ordered the Earl of Hertford to invade Scotland and burn Edinburgh</li> <li>3. the English attacked Scotland and destroyed abbeys/towns in the south of Scotland</li> <li>4. Battle of Pinkie Cleugh 1547 - large Scottish army defeated</li> <li>5. the Palace of Holyrood in Edinburgh was looted/large parts of Edinburgh were burned/the pier at Leith in Edinburgh was destroyed</li> <li>6. Berwick upon Tweed was attacked and burned</li> <li>7. Scots received help from the French who sent a force to Edinburgh in 1548</li> <li>8. Treaty of Haddington was signed by the Scots and French which agreed Mary would marry the heir to the French throne and Mary was then sent to France for protection.</li> </ol> <p><b>Any other valid point of knowledge.</b></p>



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			<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. many Scots blamed her for the murder of Darnley/people would not accept being ruled by a murderess</li> <li>2. she had caused a scandal by marrying Bothwell shortly after the murder of Darnley</li> <li>3. Mary's Protestant critics disapproved of her frivolity (criticised Mary for dancing)</li> <li>4. Scottish nobles, mainly Protestant, rebelled against Mary.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

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Section 1 – Scottish Contexts

PART C – The Treaty of Union, 1689-1715

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11.	<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. 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><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> 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><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. Scots were excluded from trading with England’s colonies which offered great wealth</li> <li>2. the monarch was in England but was out of touch with the wishes of the Scots</li> <li>3. many Scots, loyal to the House of Stewart, felt that King James was their rightful king</li> <li>4. the wars between England and France had damaged Scottish trade with France</li> <li>5. Scotland gained nothing from peace treaties at the end of these wars</li> <li>6. the Scots blamed the English for the failure of the Darien Scheme as they offered no financial, military or political support</li> <li>7. Queen Anne found it difficult to govern Scotland from Westminster</li> <li>8. Scots accused Queen Anne of policies which were damaging to Scotland</li> <li>9. the Worcester Affair turned ordinary Scots against what they regarded as English pirates</li> <li>10. England feared a French threat in the future if the discontented Scots ever wanted to revive the Auld Alliance</li> <li>11. the English were angry that the Scots were intruding into their colonies/markets</li> <li>12. the religious differences between Scotland and England caused mistrust.</li> </ol> <p><b>Any other valid reason.</b></p>

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12.		<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 Scottish attitudes to a possible Union of the Parliaments</p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>Supporters of the Union saw it as a way of settling the Protestant Succession and closing the door to the Jacobite claimant to the throne.</td> <td>The Jacobites encouraged opposition to the Union in the hope of restoring their king to his throne.</td> </tr> <tr> <td>Other Scots saw the economic benefits of gaining access to England's colonies.</td> <td>They feared that Scotland's economy would be ruined by cheap goods flooding up from England.</td> </tr> <tr> <td>They weren't worried about wanting a closer relationship with England.</td> <td>Many Scots disliked the idea of entering a Union with "the Auld Enemy".</td> </tr> </tbody> </table>	Source A	Source B	Supporters of the Union saw it as a way of settling the Protestant Succession and closing the door to the Jacobite claimant to the throne.	The Jacobites encouraged opposition to the Union in the hope of restoring their king to his throne.	Other Scots saw the economic benefits of gaining access to England's colonies.	They feared that Scotland's economy would be ruined by cheap goods flooding up from England.	They weren't worried about wanting a closer relationship with England.	Many Scots disliked the idea of entering a Union with "the Auld Enemy".
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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 <b>up to a maximum of 6 marks</b>. 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><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> 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 <b>up to 3 marks</b> for their interpretation of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	<p><b>6</b></p> <p><b>Possible points from the source include:</b></p> <ol style="list-style-type: none"> <li>1. Hamilton however was indecisive and unreliable/he suddenly changed sides</li> <li>2. there was widespread belief that, like many, Hamilton had been bribed to support the Union</li> <li>3. Hamilton's activities kept the opponents of the Union disorganised</li> <li>4. opponents of the Union were unable to overcome the ruthless methods used by supporters of the Union.</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. the government had sent Argyll and then Queensberry/secret agents, to organise and promote support for the Union</li> <li>6. the government threatened Scottish trade if the Union was not passed</li> <li>7. government officials in Scotland were warned they would not be paid wage arrears unless they supported the Union</li> <li>8. the Church of Scotland was won over to the Union by guaranteeing its position</li> <li>9. the Equivalent, which made money available to Scotland, won over many people</li> <li>10. people were offered titles and jobs in return for supporting the Union.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

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Section 1 – Scottish Contexts

PART D – Migration and Empire, 1830-1939

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16.	<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. 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><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> 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 <b>up to 3 marks</b> for their interpretation of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	6	<p><b>Possible points from the source include:</b></p> <ol style="list-style-type: none"> <li>1. the Irish potato famine of the mid-1840s led to a sharp increase in numbers moving to Scotland</li> <li>2. others left for Scotland as some landlords evicted those who could not pay their rent</li> <li>3. transport costs were cheap making it easy to travel to Scotland</li> <li>4. The Irish were attracted to the west of Scotland as wages were higher than those in Ireland.</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. some Irish already had family in Scotland who helped them with the cost of emigrating/encouraged them to come to Scotland</li> <li>6. poverty of Irish tenants encouraged them to leave home</li> <li>7. work was available for unskilled workers in factories eg jute mills and cotton mills</li> <li>8. building railways and canals/work in the coal and iron ore mines provided employment for many Irish</li> <li>9. seasonal labour on farms also provided a lot of jobs for the Irish</li> <li>10. housing was available/often better (not 'good') in Scotland's growing towns and cities.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

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17.		<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. 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><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. A <b>second mark</b> should be awarded for each point that is developed, <b>up to a maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	<p><b>4</b></p> <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. Empire cultures and religions brought to Scotland</li> <li>2. provided raw materials for factories, such as cotton, jute and sugar</li> <li>3. many jobs were created in manufacturing industries to produce goods for export to the Empire eg locomotives and ships</li> <li>4. trade with the Empire increased the wealth/population of cities such as Glasgow</li> <li>5. profits from the Empire led to impressive new public buildings and mansions being built</li> <li>6. provided jobs for Scots in the Empire (such as in the armed forces and civil service)</li> <li>7. immigrant workers provided a cheap labour force which kept wages down</li> <li>8. later the Empire became a source of competition to Scottish economy: farm produce from Australia, Jute mill development in India, etc.</li> </ol> <p><b>Any other valid point of knowledge.</b></p>

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			<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. landowners, especially in Highlands, were willing to help pay for their tenants to emigrate/landlords wrote off rent arrears so that emigrants had money to emigrate</li> <li>2. various Scottish societies provided support for poorer Scots to emigrate</li> <li>3. the government gave help after the First World War to those who wanted to emigrate/1922 Empire Settlement Act - money for travel, trading and land purchase</li> <li>4. charities such as Barnardos, Quarriers and the YMCA assisted with passages.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>



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20.		<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. 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><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> 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>	<p><b>6</b></p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. Scottish emigrants usually had a good level of education which helped them succeed</li> <li>2. most Scots spoke English which helped them settle in the USA and countries of the Empire</li> <li>3. some Scots had great financial and business skills which they used to develop a variety of industries</li> <li>4. many Scots brought capital with them to start farms and businesses</li> <li>5. they made their fortune from developing businesses, banks and trading companies</li> <li>6. Scottish farmers were successful as they were skilled at working more difficult land/developed sheep farming in Australia</li> <li>7. Scots were entrepreneurial and had a reputation for hard work which helped them succeed</li> <li>8. Scots were imaginative and came up with new ideas eg William Davidson organised the first shipment of frozen meat from New Zealand to Britain</li> <li>9. Scots founded many industries eg paper-making in New Zealand (credit examples such as wool/brewing/steel) which made them rich</li> <li>10. money from Scottish banks was skilfully invested in business and industry</li> <li>11. Scottish emigrants helped each other by providing work and housing</li> <li>12. tradesmen such as stonemasons were in demand to work in the building industry in USA.</li> </ol> <p><b>Any other valid reason.</b></p>

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 <b>up to a maximum of 4 marks</b>. 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><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. A <b>second mark</b> should be awarded for each point that is developed, <b>up to a maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. poison gas was used to cause confusion/disable enemy during an attack</li> <li>2. gas was unreliable as a change in wind direction could blow it back</li> <li>3. chlorine gas caused choking, while mustard gas caused burns and blindness</li> <li>4. the development of gas masks helped protect soldiers from poison gas</li> <li>5. tanks crushed barbed wire/provided cover for advancing soldiers</li> <li>6. tanks frequently broke down, ran out of fuel or got stuck in the mud</li> <li>7. range and speed of machine guns meant they could kill large numbers of attacking soldiers</li> <li>8. aircraft could spot enemy activity/take aerial photographs to help plan more effective attacks/drop bombs on enemy trenches.</li> </ol> <p><b>Any other valid point of knowledge.</b></p>

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 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 <u>and</u> 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 colspan="2">Aspect</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>Author</td> <td>Modern historian</td> <td>Useful because has expert knowledge/has studied a range of relevant sources</td> </tr> <tr> <td>Type of source</td> <td>Textbook</td> <td>Useful because it contains straightforward information without bias/well researched</td> </tr> <tr> <td>Purpose</td> <td>To inform</td> <td>Useful because it provides detailed information</td> </tr> <tr> <td>Timing</td> <td>1984</td> <td>Useful because it has 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>British Summer Time was introduced to give more daylight working hours.</td> <td>Useful as this is accurate (the government did this to increase daylight working hours and so increase food production)</td> </tr> <tr> <td>Pub opening hours were limited to prevent drunkenness.</td> <td>Useful as this is accurate (as the government restricted drinking hours to try and reduce drunkenness damaging war production)</td> </tr> </tbody> </table>	Aspect		Possible comment	Author	Modern historian	Useful because has expert knowledge/has studied a range of relevant sources	Type of source	Textbook	Useful because it contains straightforward information without bias/well researched	Purpose	To inform	Useful because it provides detailed information	Timing	1984	Useful because it has the benefit of hindsight	Content	Possible comment	British Summer Time was introduced to give more daylight working hours.	Useful as this is accurate (the government did this to increase daylight working hours and so increase food production)	Pub opening hours were limited to prevent drunkenness.	Useful as this is accurate (as the government restricted drinking hours to try and reduce drunkenness damaging war production)
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23.		<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 <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and <b>should be awarded 1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint <b>should be awarded a second mark</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p><b>Possible points of comparison may include:</b></p> <p><b>Overall</b> - the sources disagree about the impact of the First World War on employment opportunities for women</p> <table border="1"> <thead> <tr> <th>Source B</th> <th>Source C</th> </tr> </thead> <tbody> <tr> <td>From the outbreak of war there was a steady increase in the female workforce...</td> <td>At the beginning of the war, thousands of women were unemployed.</td> </tr> <tr> <td>The vital role they played in the war helped change many people's attitude to women.</td> <td>Despite women's contribution to the war effort, it didn't change deep-seated beliefs many people had about the role of women.</td> </tr> <tr> <td>When the war ended, many women voluntarily gave up their jobs to men returning from the fighting.</td> <td>Many women wanted to keep their jobs but when the fighting ended, large numbers of women were sacked.</td> </tr> </tbody> </table>	Source B	Source C	From the outbreak of war there was a steady increase in the female workforce...	At the beginning of the war, thousands of women were unemployed.	The vital role they played in the war helped change many people's attitude to women.	Despite women's contribution to the war effort, it didn't change deep-seated beliefs many people had about the role of women.	When the war ended, many women voluntarily gave up their jobs to men returning from the fighting.	Many women wanted to keep their jobs but when the fighting ended, large numbers of women were sacked.
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24.		<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. 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><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> 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 <b>up to 3 marks</b> for their interpretation of points from the source which support their judgement.</p> <p>Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	<p><b>6</b></p> <p><b>Possible points from the source include:</b></p> <ol style="list-style-type: none"> <li>1. when the war ended, there was a sharp drop in demand for Clyde-built warships</li> <li>2. this decline of shipbuilding in the 1920s had a damaging effect on the iron and steel industries</li> <li>3. Scotland's manufacturers failed to invest in new technology</li> <li>4. overseas markets lost during the war often preferred to stay with their new suppliers.</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. pre-war lack of investment left Scottish shipyards using outdated methods/facilities/bad management</li> <li>6. the slump of the 1920s had led to a drop in demand for merchant ships</li> <li>7. industrial unrest (strikes) damaged the reputation of Scottish industries</li> <li>8. overseas competitors continued to produce quality goods more cheaply than Scottish industries could after the war</li> <li>9. increased use of electricity and oil cut demand for coal</li> <li>10. new textiles such as rayon and nylon cut demand for traditional textiles such as cotton and wool.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

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 <b>up to a maximum of 6 marks</b>. 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><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> 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>	<p><b>6</b></p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. the women's campaigns for the vote had gradually gained momentum before the War</li> <li>2. Suffragist peaceful campaign of persuasion gained support from across the social spectrum including men as well as women</li> <li>3. women had gained voting rights in local elections and showed they could use it sensibly</li> <li>4. there was a gradual widening of the franchise to men and a sense that it was only a matter of time before women were given the vote</li> <li>5. the Suffragette militant campaigns kept the issue in the public eye/gained a lot of publicity</li> <li>6. hunger strikes/force feeding in prison won public sympathy for votes for women</li> <li>7. by calling off their campaign during the war, the women's groups gained a lot of respect and support for them being given the vote</li> <li>8. women's work during the war was recognised as significant and persuaded many men that women deserved the vote</li> <li>9. militant actions such as the Glasgow Rent Strikes reminded the government that women could resume their pre-war campaigning if ignored</li> <li>10. voting laws had to be changed to allow returning soldiers the vote, which created the opportunity to give the vote to some women in 1918.</li> </ol> <p><b>Any other valid reason.</b></p>

Section 2 – British Contexts

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

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26.	<p>Candidates can be credited in a number of ways <b>up to a maximum of 5 marks</b>. 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 <u>and</u> make a comment which shows why this aspect makes the source more or less useful.</p> <p>A <b>maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source. A <b>maximum of 2 marks</b> 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="821 526 1409 1529"> <thead> <tr> <th colspan="2" data-bbox="821 526 1129 584">Aspect</th> <th data-bbox="1129 526 1409 584">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="821 584 975 779">Author</td> <td data-bbox="975 584 1129 779">William's priest</td> <td data-bbox="1129 584 1409 779">Useful because he would have been an eyewitness/well placed to see what William was doing</td> </tr> <tr> <td data-bbox="821 779 975 902">Type of source</td> <td data-bbox="975 779 1129 902">Chronicle</td> <td data-bbox="1129 779 1409 902">Useful because it was a detailed record of events</td> </tr> <tr> <td data-bbox="821 902 975 1267">Purpose</td> <td data-bbox="975 902 1129 1267">To inform</td> <td data-bbox="1129 902 1409 1267">Useful because it was written to inform about William's role in trying to control England/perhaps less useful because he would have been biased in favour of William</td> </tr> <tr> <td data-bbox="821 1267 975 1529">Timing</td> <td data-bbox="975 1267 1129 1529">1077</td> <td data-bbox="1129 1267 1409 1529">Useful because it is a primary source written from the time William was attempting to bring England under his control</td> </tr> </tbody> </table>	Aspect		Possible comment	Author	William's priest	Useful because he would have been an eyewitness/well placed to see what William was doing	Type of source	Chronicle	Useful because it was a detailed record of events	Purpose	To inform	Useful because it was written to inform about William's role in trying to control England/perhaps less useful because he would have been biased in favour of William	Timing	1077	Useful because it is a primary source written from the time William was attempting to bring England under his control
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27.		<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> <p>1 mark for an introduction (which places the question in its historical context or outlines relevant factors).</p>	9	<p><b>Possible factors</b></p> <p>Corruption in the legal system</p>	<p><b>Key points of knowledge to support this factor may include:</b></p> <ol style="list-style-type: none"> <li>1. there was no uniform law in the kingdom/sheriffs decided the law in their local area</li> <li>2. Sheriffs were corrupt/could not be trusted by the king</li> <li>3. Barons held the office of sheriff and abused their position/had set up their own law courts</li> <li>4. Barons were keeping the fines collected from criminals, instead of giving them to the king.</li> </ol>
				<p>Barons had become too powerful during the civil war</p>	<ol style="list-style-type: none"> <li>5. castles had been built without the king's permission which increased the Barons' power/king's authority had been reduced</li> <li>6. some Barons openly challenged Henry eg Earl of York, Scarborough Castle</li> <li>7. Barons had private armies/hired mercenaries</li> <li>8. Barons were stealing land from their weaker neighbours and increasing their power.</li> </ol>
				<p>Henry ruled over a wide area</p>	<ol style="list-style-type: none"> <li>9. Henry ruled from the Pyrenees to the Scottish border a huge area which was difficult to control effectively</li> <li>10. there was no common language or traditions in Henry's</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
			<p><b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors).</p> <p><b>1 mark</b> for a conclusion with a valid judgement (or overall summary).</p> <p><b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</p>			<p>empire to help hold it together.</p>
					<p>Authority of the Church increased</p>	<p>11. the Church had gained more power and its clergy were not tried in the king's court if they were suspected of a crime</p> <p>12. Church courts had become powerful/were using their own laws instead of the kings.</p>
					<p><b>Any other valid factor.</b></p>	

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28.		<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. 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><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> 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>	<p><b>6</b></p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. provided centres of worship for communities</li> <li>2. offered support and comfort in difficult times/encouraged people not to give up/hope that life after death would be better</li> <li>3. offered spiritual guidance on how to be a good Christian</li> <li>4. provided guidelines/controlled how people should live their lives</li> <li>5. carried out important rituals eg baptism, marriage, last rites</li> <li>6. the Church was a place of education and was used to train boys who wished to become priests</li> <li>7. kept one third of its tithe/crops to give to the parish in times of need</li> <li>8. canon law had a major impact on people's lives eg whom you could marry, holidays, no red meat on Fridays</li> <li>9. had political power - it could excommunicate a king or place a country under interdict</li> <li>10. had great economic importance; it owned land and made a profit from this</li> <li>11. held its own court and enforced Canon Law</li> <li>12. employed large number of people from the local community.</li> </ol> <p><b>Any other valid reason.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
29.	<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. 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><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> 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 <b>up to 3 marks</b> for their interpretation of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	<b>6</b>	<p><b>Possible points from the source include:</b></p> <ol style="list-style-type: none"> <li>1. one in three of the population of England died</li> <li>2. Lords, who relied on their peasants to farm their land, became desperate to retain them</li> <li>3. Lords were forced to pay more to keep each peasant on their land</li> <li>4. some peasants left their own Lord's land in search of higher pay elsewhere.</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. Black Death led to a lack of shepherds/farm workers/labourers</li> <li>6. some villages became derelict</li> <li>7. disastrous effects on agriculture eg animals died, crops rotted in the fields</li> <li>8. trade was seriously interrupted</li> <li>9. affected the attitudes of survivors eg less deferential towards the church</li> <li>10. led to worsening relations between peasants and landowners.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

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							
30.	<p>Candidates can be credited in a number of ways <b>up to a maximum of 9 marks</b>. 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><b>Up to 5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> awarded for each point. If <b>only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge. A <b>further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p>	9	<table border="1"> <thead> <tr> <th data-bbox="823 427 1011 555">Possible factors</th> <th data-bbox="1011 427 1418 555">Key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td data-bbox="823 555 1011 1261">Financial grievances</td> <td data-bbox="1011 555 1418 1261"> <ol style="list-style-type: none"> <li>1. James was viewed as extravagant by Parliament/by some as overgenerous to his favourites</li> <li>2. Parliament was dismissed in 1610 because of arguments over finances and the failure of the Great Contract</li> <li>3. the ‘Addled Parliament’ was dismissed in 1614 due to arguments over impositions (extra customs tax) and subsidies</li> <li>4. Crown and Parliament quarrelled over the sale of monopolies.</li> </ol> </td> </tr> <tr> <td data-bbox="823 1261 1011 2036">Religious differences</td> <td data-bbox="1011 1261 1418 2036"> <ol style="list-style-type: none"> <li>5. the Millenary Petition of 1603 requested changes to be made to practices in the Church of England; James rejected most of the changes</li> <li>6. James licensed Archbishop Bancroft’s Canons which stated that the clergy had to follow 39 articles and the Prayer Book, which annoyed the clergy</li> <li>7. James gave bishops more control in the Church (Direction of Preachers, 1622) which worried Puritans</li> <li>8. Parliament was suspicious of James’ perceived Catholic sympathies.</li> </ol> </td> </tr> </tbody> </table>	Possible factors	Key points of knowledge to support this factor may include:	Financial grievances	<ol style="list-style-type: none"> <li>1. James was viewed as extravagant by Parliament/by some as overgenerous to his favourites</li> <li>2. Parliament was dismissed in 1610 because of arguments over finances and the failure of the Great Contract</li> <li>3. the ‘Addled Parliament’ was dismissed in 1614 due to arguments over impositions (extra customs tax) and subsidies</li> <li>4. Crown and Parliament quarrelled over the sale of monopolies.</li> </ol>	Religious differences	<ol style="list-style-type: none"> <li>5. the Millenary Petition of 1603 requested changes to be made to practices in the Church of England; James rejected most of the changes</li> <li>6. James licensed Archbishop Bancroft’s Canons which stated that the clergy had to follow 39 articles and the Prayer Book, which annoyed the clergy</li> <li>7. James gave bishops more control in the Church (Direction of Preachers, 1622) which worried Puritans</li> <li>8. Parliament was suspicious of James’ perceived Catholic sympathies.</li> </ol>	
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Religious differences	<ol style="list-style-type: none"> <li>5. the Millenary Petition of 1603 requested changes to be made to practices in the Church of England; James rejected most of the changes</li> <li>6. James licensed Archbishop Bancroft’s Canons which stated that the clergy had to follow 39 articles and the Prayer Book, which annoyed the clergy</li> <li>7. James gave bishops more control in the Church (Direction of Preachers, 1622) which worried Puritans</li> <li>8. Parliament was suspicious of James’ perceived Catholic sympathies.</li> </ol>									

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question		
		<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> <p><b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors).</p> <p><b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors).</p> <p><b>1 mark</b> for a conclusion with a valid judgement (or overall summary).</p> <p><b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</p>		<table border="1"> <tr> <td>Political disputes</td> <td> <p>9. James' belief in the Divine Rights of Kings offended many in Parliament</p> <p>10. James was criticised for neglecting Parliament in favour of leisure pursuits</p> <p>11. quarrels over the King's choice of leading ministers eg Duke of Buckingham</p> <p>12. James rules without Parliament from 1614 to 1621.</p> </td> </tr> </table> <p><b>Any other valid interpretation.</b></p>	Political disputes	<p>9. James' belief in the Divine Rights of Kings offended many in Parliament</p> <p>10. James was criticised for neglecting Parliament in favour of leisure pursuits</p> <p>11. quarrels over the King's choice of leading ministers eg Duke of Buckingham</p> <p>12. James rules without Parliament from 1614 to 1621.</p>
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31.		<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. 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><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> 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>	<p><b>6</b></p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. resentment of Charles as an absentee monarch</li> <li>2. many Scots were suspicious that Charles wanted to be an absolute monarch</li> <li>3. the General Assembly was not allowed to meet which caused resentment</li> <li>4. resentment at Charles' money raising methods (eg Ship Money)</li> <li>5. Scottish nobles resented Charles' Act of Revocation whereby church lands which had been alienated since 1540 had to be returned to the Crown</li> <li>6. Charles' coronation in Edinburgh was a High Church ceremony based on Anglican forms and Scottish Presbyterians were suspicious of Anglican ideas</li> <li>7. Charles demanded that Scottish Ministers accept and use the new English Prayer Book which caused a great deal of resentment and some riots in Edinburgh</li> <li>8. Scottish clergy opposed Laud's Canons and their requirement to wear gowns and surplices because it seemed too Catholic</li> <li>9. Bishops were to be introduced into the Scottish Church which was resented by the Scots</li> <li>10. rejection of the Canons was included in the National Covenant for the Defence of True Religion in 1638 and was signed by thousands because they wanted to protect Scottish religious practices.</li> </ol> <p><b>Any other valid reason.</b></p>



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32.		<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 <u>and</u> 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 colspan="2">Aspect</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>Author</td> <td>Sir John Eliot, a Member of Parliament</td> <td>Useful as it is from an eyewitness/had first-hand experience of the dispute with the king</td> </tr> <tr> <td>Type of source</td> <td>A letter</td> <td>Useful as it is likely to give an honest/accurate description of the growing opposition to the reign of King Charles I</td> </tr> <tr> <td>Purpose</td> <td>To inform</td> <td>Useful as it provides a detailed account of the growing opposition/less useful as it may be biased as Eliot was an outspoken critic of Charles</td> </tr> <tr> <td>Timing</td> <td>1630s</td> <td>Useful because it is a primary source from the time when there was growing opposition to the reign of King Charles I</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>Members of Parliament complained that the terms of Charles' marriage contract included unacceptable concessions to English Catholics.</td> <td>Useful because it is accurate (Parliament was suspicious of any concessions given to Catholics)</td> </tr> </tbody> </table>	Aspect		Possible comment	Author	Sir John Eliot, a Member of Parliament	Useful as it is from an eyewitness/had first-hand experience of the dispute with the king	Type of source	A letter	Useful as it is likely to give an honest/accurate description of the growing opposition to the reign of King Charles I	Purpose	To inform	Useful as it provides a detailed account of the growing opposition/less useful as it may be biased as Eliot was an outspoken critic of Charles	Timing	1630s	Useful because it is a primary source from the time when there was growing opposition to the reign of King Charles I	Content	Possible comment	Members of Parliament complained that the terms of Charles' marriage contract included unacceptable concessions to English Catholics.	Useful because it is accurate (Parliament was suspicious of any concessions given to Catholics)
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33.	<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. 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><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> 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 <b>up to 3 marks</b> for their interpretation of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Possible points from the source include:</b></p> <ol style="list-style-type: none"> <li>1. Parliament was dismissed in 1640 because MPs would not give Charles what he wanted/He still didn't get the money he wanted</li> <li>2. Charles faced growing criticism in Parliament from Pym and other Puritan MPs regarding his religious policies</li> <li>3. Parliament accused the king's chief minister, Strafford, of treason and executed him</li> <li>4. many MPs were unhappy with the way Pym twisted the laws to get Strafford executed, which led to further disputes in Parliament.</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. activities of the Long Parliament angered the King eg arrest and imprisonment of Archbishop Laud</li> <li>6. the Grand Remonstrance in November 1641 divided the House of Commons in support for the King</li> <li>7. attempted arrest of 5 Members of Parliament in January 1642 angered Parliament</li> <li>8. Parliament's decision to throw bishops out of the House of Lords in February 1642 divided the House of Commons</li> <li>9. Parliament took control of the army in March 1642 without the King's assent</li> <li>10. the Nineteen Propositions of June 1642 were rejected by Charles, this divided Parliament and the King's supporters left London.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

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																					
34.		<p>Candidates can be credited in a number of ways <b>up to a maximum of 5 marks</b>. 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 <u>and</u> make a comment which shows why this aspect makes the source more or less useful.</p> <p>A <b>maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	<p><b>5</b></p> <p><b>Examples of aspects of the source and relevant comments:</b></p> <table border="1" data-bbox="826 526 1412 1122"> <thead> <tr> <th colspan="2">Aspect</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>Author</td> <td>Slave ship doctor</td> <td>Useful as he is an eyewitness/has first-hand experience</td> </tr> <tr> <td>Type of source</td> <td>Diary</td> <td>Useful as it is an honest personal account</td> </tr> <tr> <td>Purpose</td> <td>To record</td> <td>Useful as it is a private record and is likely to tell the truth</td> </tr> <tr> <td>Timing</td> <td>1788</td> <td>Useful as it was written during the period of the slave trade</td> </tr> </tbody> </table> <table border="1" data-bbox="826 1160 1412 1704"> <thead> <tr> <th>Content</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>...led to diarrhoea and fevers among the slaves.</td> <td>Useful because it is accurate (the terrible conditions meant disease was common on ships and it spread very quickly below deck)</td> </tr> <tr> <td>...the apartments became so extremely hot (as to be only bearable for a very short time).</td> <td>Useful because it is accurate (conditions in the hold of the ship were often very hot and stuffy with little or no fresh air)</td> </tr> </tbody> </table>	Aspect		Possible comment	Author	Slave ship doctor	Useful as he is an eyewitness/has first-hand experience	Type of source	Diary	Useful as it is an honest personal account	Purpose	To record	Useful as it is a private record and is likely to tell the truth	Timing	1788	Useful as it was written during the period of the slave trade	Content	Possible comment	...led to diarrhoea and fevers among the slaves.	Useful because it is accurate (the terrible conditions meant disease was common on ships and it spread very quickly below deck)	...the apartments became so extremely hot (as to be only bearable for a very short time).	Useful because it is accurate (conditions in the hold of the ship were often very hot and stuffy with little or no fresh air)
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35.		<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. 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><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> 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 <b>up to 3 marks</b> for their interpretation of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	<p><b>6</b></p> <p><b>Possible points from the source include:</b></p> <ol style="list-style-type: none"> <li>1. (the slaves outnumbered the white population about 20 to 1 which) created a fear of rebellion among the white population</li> <li>2. fear of a slave uprising led to the introduction of a legal system which supported slavery</li> <li>3. slave laws were introduced which allowed slave owners to brutally punish or even execute slaves</li> <li>4. the concentration on sugar production did lasting damage to the Jamaican economy.</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. many of the native people, the Arawaks, were killed or cleared off their land by white settlers</li> <li>6. new diseases were introduced to the islands by the slaves</li> <li>7. small farms were replaced by large plantations</li> <li>8. slave uprisings caused damage and destruction to the Caribbean</li> <li>9. natural beauty, vegetation and wildlife damaged by the growth of plantations</li> <li>10. slave trade brought racist attitudes to the Caribbean</li> <li>11. island economies stifled by slave trade.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

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 <b>up to a maximum of 6 marks</b>. 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><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> 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>	<p><b>6</b></p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. slaves were controlled by strict laws or codes which scared them from resisting</li> <li>2. slave risings lacked effective leadership making planning resistance difficult</li> <li>3. slave resistance was crushed by the better armed and organised whites/the slaves had no weapons</li> <li>4. plantation owners often used black overseers to help them maintain control</li> <li>5. captured slaves were subjected to brutal torture or even put to death and this acted as a powerful warning to other slaves</li> <li>6. slaves lived in fear of being sold off/separated from their families if they broke the rules</li> <li>7. slaves had little or no education and could be brainwashed into accepting plantation life/the slaves didn't think they could succeed</li> <li>8. many islands were small and it was difficult for slaves to evade capture</li> <li>9. plantation owners offered large rewards for the capture of escaped slaves</li> <li>10. escaped slaves could easily be identified by brandings or lack of legal papers</li> <li>11. plantation owners used bounty hunters/bloodhounds to track down runaway slaves.</li> </ol> <p><b>Any other valid reason.</b></p>

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 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> <p>1 mark for an introduction (which places the question in its historical context or outlines relevant factors).</p>	9	<table border="1"> <thead> <tr> <th>Possible factors</th> <th>Key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td>Role of Olaudah Equiano</td> <td> <ol style="list-style-type: none"> <li>Equiano was a freed slave who travelled throughout the country speaking against slavery</li> <li>his first-hand account of his experiences as a slave persuaded many people about the evils of slavery</li> <li>his was the only book to be written by an African telling about his experiences as a slave and it persuaded many people to support the abolition of the slave trade.</li> </ol> </td> </tr> <tr> <td>Wilberforce</td> <td> <ol style="list-style-type: none"> <li>Wilberforce used evidence gathered by abolitionists to try to persuade Parliament to abolish the African slave trade</li> <li>Wilberforce regularly introduced anti-slavery bills in Parliament</li> <li>Wilberforce made speeches which brought great publicity to the cause of the abolition of the slave trade.</li> </ol> </td> </tr> <tr> <td>Clarkson</td> <td> <ol style="list-style-type: none"> <li>Thomas Clarkson collected information about the terrible conditions on slave ships/displayed</li> </ol> </td> </tr> </tbody> </table>	Possible factors	Key points of knowledge to support this factor may include:	Role of Olaudah Equiano	<ol style="list-style-type: none"> <li>Equiano was a freed slave who travelled throughout the country speaking against slavery</li> <li>his first-hand account of his experiences as a slave persuaded many people about the evils of slavery</li> <li>his was the only book to be written by an African telling about his experiences as a slave and it persuaded many people to support the abolition of the slave trade.</li> </ol>	Wilberforce	<ol style="list-style-type: none"> <li>Wilberforce used evidence gathered by abolitionists to try to persuade Parliament to abolish the African slave trade</li> <li>Wilberforce regularly introduced anti-slavery bills in Parliament</li> <li>Wilberforce made speeches which brought great publicity to the cause of the abolition of the slave trade.</li> </ol>	Clarkson	<ol style="list-style-type: none"> <li>Thomas Clarkson collected information about the terrible conditions on slave ships/displayed</li> </ol>	
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		<p><b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors).</p> <p><b>1 mark</b> for a conclusion with a valid judgement (or overall summary).</p> <p><b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</p>			<p>equipment used on the slave ships, such as iron handcuffs and branding irons, to demonstrate the barbarity of the slave trade.</p>
				Newton	<p>8. John Newton had been a slave ship captain who campaigned against the slave trade/his book provided an eyewitness account of the slave trade/wrote the song Amazing Grace.</p>
				Anti-slave trade groups	<p>9. the Society for the Abolition of the Slave Trade had campaigned, with growing support for many years</p> <p>10. women played an important role in persuading grocers to stop selling sugar produced by slaves and campaigned to get people to stop eating it.</p>
				Changing attitudes	<p>11. people had begun to think of Africans as fellow human beings making them regard the slave trade as unacceptable</p> <p>12. Christian teaching led people to change their attitude to the slave trade.</p>
<b>Any other relevant factor.</b>					

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	
38.		<p>Candidates can be credited in a number of ways <b>up to a maximum of 9 marks</b>. 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><b>Up to 5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> awarded for each point. If <b>only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge. A <b>further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p><b>Up to 4 marks</b> should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:  <b>1 mark</b> for an introduction (which places the question in its historical context or</p>	9	Possible factors	Key points of knowledge to support this factor may include:
				Medical advances	<ol style="list-style-type: none"> <li>1. after 1858 all doctors had to be fully qualified/improved standard of nursing/midwifery</li> <li>2. building of more hospitals/cleaner hospitals reduced infection</li> <li>3. vaccination against killer diseases such as smallpox/antiseptics /anaesthetics.</li> </ol>
				Better diet	<ol style="list-style-type: none"> <li>4. farming improvements led to better, more varied, nutritious diet eg fresh vegetables and fruit, meat, dairy products</li> <li>5. railways transported fresh food and milk to towns</li> <li>6. improved food standards reduced illness caused by adulterated food.</li> </ol>
				Improvements in public health	<ol style="list-style-type: none"> <li>7. Public Health Acts gave councils power to improve conditions</li> <li>8. improved sewerage systems/proper drainage reduced spread of germs/diseases</li> <li>9. provision of fresh, clean water reduced the threat of disease.</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question		
			<p>outlines relevant factors).</p> <p><b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors).</p> <p><b>1 mark</b> for a conclusion with a valid judgement (or overall summary).</p> <p><b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</p>		<table border="1"> <tr> <td>Improvements in hygiene</td> <td> <p>10. cheaper soap kept people cleaner/reduced risk of disease</p> <p>11. wash houses and public baths introduced in 1878 which helped improve hygiene.</p> </td> </tr> </table> <p><b>Any other relevant factor.</b></p>	Improvements in hygiene	<p>10. cheaper soap kept people cleaner/reduced risk of disease</p> <p>11. wash houses and public baths introduced in 1878 which helped improve hygiene.</p>
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40.			<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 <u>and</u> 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> <p><b>5</b></p> <p><b>Examples of aspects of the source and relevant comments:</b></p> <table border="1" data-bbox="826 392 1418 1021"> <thead> <tr> <th colspan="2" data-bbox="826 392 1123 450">Aspect</th> <th data-bbox="1123 392 1418 450">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="826 450 970 607">Author</td> <td data-bbox="970 450 1123 607">Railway engineer</td> <td data-bbox="1123 450 1418 607">Useful as it was written by an eyewitness to the events</td> </tr> <tr> <td data-bbox="826 607 970 734">Type of source</td> <td data-bbox="970 607 1123 734">Diary</td> <td data-bbox="1123 607 1418 734">Useful as it's an honest personal account</td> </tr> <tr> <td data-bbox="826 734 970 862">Purpose</td> <td data-bbox="970 734 1123 862">To record</td> <td data-bbox="1123 734 1418 862">Useful as it's a private record/less likely to tell lies</td> </tr> <tr> <td data-bbox="826 862 970 1021">Timing</td> <td data-bbox="970 862 1123 1021">1840s</td> <td data-bbox="1123 862 1418 1021">Useful as it was written during the early period of railway expansion</td> </tr> </tbody> </table> <table border="1" data-bbox="826 1043 1418 1924"> <thead> <tr> <th data-bbox="826 1043 1123 1102">Content</th> <th data-bbox="1123 1043 1418 1102">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="826 1102 1123 1435">Lady Seafield very decidedly told us that she hated railways/“Cheap travel brought together such an objectionable variety of people”.</td> <td data-bbox="1123 1102 1418 1435">Useful because it is accurate (many landowners objected to railways/they would bring industrial workers out to the countryside).</td> </tr> <tr> <td data-bbox="826 1435 1123 1693">The railway would frighten away the grouse from his moors.</td> <td data-bbox="1123 1435 1418 1693">Useful because it is accurate (there was concern that railways would spoil hunting on estates).</td> </tr> <tr> <td data-bbox="826 1693 1123 1924">What would become of the men employed who float timber down the river Spey to the sea?</td> <td data-bbox="1123 1693 1418 1924">Useful because it is accurate (many people were worried railways would take away people's jobs).</td> </tr> </tbody> </table>	Aspect		Possible comment	Author	Railway engineer	Useful as it was written by an eyewitness to the events	Type of source	Diary	Useful as it's an honest personal account	Purpose	To record	Useful as it's a private record/less likely to tell lies	Timing	1840s	Useful as it was written during the early period of railway expansion	Content	Possible comment	Lady Seafield very decidedly told us that she hated railways/“Cheap travel brought together such an objectionable variety of people”.	Useful because it is accurate (many landowners objected to railways/they would bring industrial workers out to the countryside).	The railway would frighten away the grouse from his moors.	Useful because it is accurate (there was concern that railways would spoil hunting on estates).	What would become of the men employed who float timber down the river Spey to the sea?	Useful because it is accurate (many people were worried railways would take away people's jobs).
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			<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. factory owners saw the advantages of cheaper transport for their goods</li> <li>2. farmers were happy they could sell their goods further afield</li> <li>3. working class pleased about the job opportunities on the railways/could go away on day trips to seaside or the countryside</li> <li>4. workers in other forms of transport such as stage coaches and canals saw railways as a threat to their jobs.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

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41.		<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. 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><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> 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>	<p><b>6</b></p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. need to include middle classes in government because they were key to generating the country's wealth</li> <li>2. political reform was no longer seen as a threat to the country's stability</li> <li>3. campaigns by groups such as the National Reform League put pressure on the government to give more people the vote</li> <li>4. fear of revolution helped convince many politicians it would be dangerous to deny giving the vote to some of the working class</li> <li>5. increasingly obvious skilled workers were vital to Britain's economic success/many of whom were better educated and respectable therefore deserved the vote</li> <li>6. better education in towns made it more reasonable to extend the franchise</li> <li>7. development of railways and growth of cheap popular newspapers raised political awareness of the working class</li> <li>8. spread of radical ideas and moral arguments; equality became more of an issue</li> <li>9. political benefits at Westminster for parties; they saw potential voters</li> <li>10. population growth in the towns made politicians more politically sensitive</li> <li>11. Hyde Park riots put more pressure on the government</li> <li>12. Chartist movement provided organised political pressure for change.</li> </ol>

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																					
42.		<p>Candidates can be credited in a number of ways <b>up to a maximum of 5 marks</b>. 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 <u>and</u> make a comment which shows why this aspect makes the source more or less useful.</p> <p>A <b>maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source. A <b>maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	<p><b>Examples of aspects of the source and relevant comments:</b></p> <table border="1" data-bbox="823 524 1412 1462"> <thead> <tr> <th colspan="2" data-bbox="823 524 1158 618">Aspect</th> <th data-bbox="1158 524 1412 618">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="823 618 967 779">Author</td> <td data-bbox="967 618 1158 779">Social investigator</td> <td data-bbox="1158 618 1412 779">Useful as would be an eyewitness/has expertise</td> </tr> <tr> <td data-bbox="823 779 967 938">Type of source</td> <td data-bbox="967 779 1158 938">Report</td> <td data-bbox="1158 779 1412 938">Useful because reports are usually well researched</td> </tr> <tr> <td data-bbox="823 938 967 1301">Purpose</td> <td data-bbox="967 938 1158 1301">Inform/persuade</td> <td data-bbox="1158 938 1412 1301">Useful because it provides a detailed description of the effects of poverty/less useful as could exaggerate to try to bring about improvements</td> </tr> <tr> <td data-bbox="823 1301 967 1462">Timing</td> <td data-bbox="967 1301 1158 1462">1892</td> <td data-bbox="1158 1301 1412 1462">Useful because it was from a time of widespread poverty in Britain</td> </tr> </tbody> </table> <table border="1" data-bbox="823 1496 1412 2004"> <thead> <tr> <th data-bbox="823 1496 1123 1554">Content</th> <th data-bbox="1123 1496 1412 1554">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="823 1554 1123 1816">The two room apartment on the ground floor is occupied by Fletcher, a pedlar, his wife and six of his children.</td> <td data-bbox="1123 1554 1412 1816">Useful as it is accurate (because many people lived in very overcrowded conditions).</td> </tr> <tr> <td data-bbox="823 1816 1123 2004">In most of the apartments the walls and ceilings are black with filth.</td> <td data-bbox="1123 1816 1412 2004">Useful as it is accurate (because in many rooms the wall and ceilings were very dirty).</td> </tr> </tbody> </table>	Aspect		Possible comment	Author	Social investigator	Useful as would be an eyewitness/has expertise	Type of source	Report	Useful because reports are usually well researched	Purpose	Inform/persuade	Useful because it provides a detailed description of the effects of poverty/less useful as could exaggerate to try to bring about improvements	Timing	1892	Useful because it was from a time of widespread poverty in Britain	Content	Possible comment	The two room apartment on the ground floor is occupied by Fletcher, a pedlar, his wife and six of his children.	Useful as it is accurate (because many people lived in very overcrowded conditions).	In most of the apartments the walls and ceilings are black with filth.	Useful as it is accurate (because in many rooms the wall and ceilings were very dirty).
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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 <b>up to a maximum of 6 marks</b>. 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 <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> 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>	<p><b>6</b></p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. bombing broke down barriers between middle and working classes eg bomb shelters, war work and people began to have more sympathy for each other</li> <li>2. during the war, classes were mixing in society who previously had little in common which led to greater sympathy towards helping those in need/a greater sense of “community” was created</li> <li>3. evacuation exposed continuing poverty in cities and created desire for Government action to improve things</li> <li>4. in wartime the Government took more responsibility for the nation’s health eg free milk and vitamins/free medical care for those who were victims of war and people saw the benefit of this</li> <li>5. rationing during the war helped encourage the idea of universal sharing of the nation’s food supply and people wanted this to continue</li> <li>6. during the war the Government interfered more in people’s lives eg conscription, direction of labour and many wanted this to continue</li> <li>7. as a result of people’s experience during the war, Government assistance was no longer seen as shameful</li> <li>8. suffering of war caused a determination to create a better society once the war was over/the public expected the Government to do more for them since they had worked together to achieve victory during the war</li> <li>9. Beveridge Report produced in 1942 was well received by the public and encouraged Government involvement in solving the problems of society</li> <li>10. Beveridge Report showed the true nature of poverty and had widespread support</li> <li>11. changing expectations of Government involvement in easing the problems of society since everyone was suffering hardship</li> <li>12. Labour Party’s socialist ideology said there should be redistribution of wealth.</li> </ol> <p><b>Any other valid reason.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question									
45.		<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><b>Up to 5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> awarded for each point. If <b>only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge. A <b>further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p>	9	<table border="1"> <thead> <tr> <th>Possible factors</th> <th>Key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td>National Health Service</td> <td> <ol style="list-style-type: none"> <li>1. National Health Service Act provided free medical treatment for everyone</li> <li>2. National Health Service offered many services eg hospitals, dentistry, opticians, prescriptions, vaccinations.</li> </ol> </td> </tr> <tr> <td>National Insurance</td> <td> <ol style="list-style-type: none"> <li>3. National Insurance Act provided comprehensive insurance for all workers eg sickness and unemployment benefit, pensions</li> <li>4. National Assistance Act provided benefits for those not covered by the National Insurance Act</li> <li>5. maternity and widows' benefits ensured that families were also covered</li> <li>6. Family Allowance Act provided extra financial help to families with more than one child.</li> </ol> </td> </tr> <tr> <td>Housing</td> <td> <ol style="list-style-type: none"> <li>7. 200,000 homes built a year between 1948 and 1951</li> <li>8. New Towns Act laid plans for 14 new towns in Britain which helped ease overcrowding in cities and create healthier living conditions.</li> </ol> </td> </tr> </tbody> </table>	Possible factors	Key points of knowledge to support this factor may include:	National Health Service	<ol style="list-style-type: none"> <li>1. National Health Service Act provided free medical treatment for everyone</li> <li>2. National Health Service offered many services eg hospitals, dentistry, opticians, prescriptions, vaccinations.</li> </ol>	National Insurance	<ol style="list-style-type: none"> <li>3. National Insurance Act provided comprehensive insurance for all workers eg sickness and unemployment benefit, pensions</li> <li>4. National Assistance Act provided benefits for those not covered by the National Insurance Act</li> <li>5. maternity and widows' benefits ensured that families were also covered</li> <li>6. Family Allowance Act provided extra financial help to families with more than one child.</li> </ol>	Housing	<ol style="list-style-type: none"> <li>7. 200,000 homes built a year between 1948 and 1951</li> <li>8. New Towns Act laid plans for 14 new towns in Britain which helped ease overcrowding in cities and create healthier living conditions.</li> </ol>	
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question				
			<p>Up to <b>4 marks</b> should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:</p> <p><b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors).</p> <p><b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors).</p> <p><b>1 mark</b> for a conclusion with a valid judgement (or overall summary).</p> <p><b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</p>		<table border="1"> <tr> <td>Education</td> <td> <p>9. Education Act made secondary education compulsory up to the age of 15 which improved education opportunities/made secondary education a reality for all</p> <p>10. massive school building programme was started which improved access to education.</p> </td> </tr> <tr> <td>Employment</td> <td> <p>11. the government promoted a policy of full employment</p> <p>12. nationalisation of key industries eg electricity, gas, iron and steel, kept unemployment levels down to 2.5%.</p> </td> </tr> </table> <p><b>Any other relevant factor.</b></p>	Education	<p>9. Education Act made secondary education compulsory up to the age of 15 which improved education opportunities/made secondary education a reality for all</p> <p>10. massive school building programme was started which improved access to education.</p>	Employment	<p>11. the government promoted a policy of full employment</p> <p>12. nationalisation of key industries eg electricity, gas, iron and steel, kept unemployment levels down to 2.5%.</p>
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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
46.	<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. 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><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> 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 <b>up to 3 marks</b> for their interpretation of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	6	<p><b>Possible points from the source include:</b></p> <ol style="list-style-type: none"> <li>1. castles became a key symbol of power</li> <li>2. were also the administrative centres of each town</li> <li>3. an ideal base for the local garrison carrying out guard duty</li> <li>4. during times of attack when food, drink and other supplies could be stored there.</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. castles were used as a court where local law was enforced</li> <li>6. castles were used to defend and protect the lord’s lands and the people who lived on them</li> <li>7. used as a home for the lord's family</li> <li>8. centre of entertainment eg feasts and banquets</li> <li>9. peasants’ taxes would be paid in produce and this was often stored in the grounds of the castle</li> <li>10. castles were used as a place to keep criminals/prisoners.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

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. 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 <b>should be awarded 1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint <b>should be awarded a second mark</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p><b>Possible points of comparison may include:</b></p> <p><b>Overall</b> - the sources agree about what happened to Jews during the First Crusade.</p> <table border="1"> <thead> <tr> <th>Source B</th> <th>Source C</th> </tr> </thead> <tbody> <tr> <td>Many Crusaders were poor and hungry so they began stealing food and possessions from the Jews.</td> <td>(In the riot that followed) Jewish houses were robbed and valuables stolen.</td> </tr> <tr> <td>Some forced the Jews to change religion and become Christian.</td> <td>Those Jews who survived the massacre were forced to give up their faith and become Christians.</td> </tr> <tr> <td>Others, against the orders of Peter the Hermit, slaughtered the Jews.</td> <td>Immediately Peter the Hermit's army began attacking and killing Jewish men, women and children.</td> </tr> </tbody> </table>	Source B	Source C	Many Crusaders were poor and hungry so they began stealing food and possessions from the Jews.	(In the riot that followed) Jewish houses were robbed and valuables stolen.	Some forced the Jews to change religion and become Christian.	Those Jews who survived the massacre were forced to give up their faith and become Christians.	Others, against the orders of Peter the Hermit, slaughtered the Jews.	Immediately Peter the Hermit's army began attacking and killing Jewish men, women and children.
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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 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> <p>1 mark for an introduction (which places the question in its historical context or outlines relevant factors).</p>	9	Possible factors	Key points of knowledge to support this factor may include:
				Muslim divisions	<ol style="list-style-type: none"> <li>1. Muslims refused to join together and only thought of their own land</li> <li>2. Muslims frequently fought against each other so weakening their cause</li> <li>3. a Muslim was bribed to let the Crusaders into Antioch</li> <li>4. Muslim communities didn't attack the Crusaders/gave them money to keep the peace.</li> </ol>
				Crusaders' military advantages	<ol style="list-style-type: none"> <li>5. Crusaders had effective leaders in Bohemond of Taranto and Raymond of Toulouse who were experienced knights/both men were involved in key victories eg Antioch /Jerusalem</li> <li>6. Crusaders used effective tactics to defeat the Muslims eg siege towers used at Jerusalem</li> <li>7. the knights were militarily superior to the Muslim forces eg the knights' tactics of charging at Dorylaeum/Antioch secured victory.</li> </ol>
Crusading ideals	<ol style="list-style-type: none"> <li>8. many Christians believed that it was their duty to recapture Jerusalem/believed they were doing God's work</li> <li>9. Crusaders were inspired by the promise that all their sins would</li> </ol>				



Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question				
			<p><b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors).</p> <p><b>1 mark</b> for a conclusion with a valid judgement (or overall summary).</p> <p><b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</p>		<table border="1"> <tr> <td></td> <td>be forgiven if they took part in the Crusade.</td> </tr> <tr> <td>Support for Crusaders</td> <td> <p>10. the Crusaders received help from Italian ports eg cities such as Pisa/Genoa/Venice supplied timber for siege machines</p> <p>11. the Crusaders received help from Emperor Alexius eg provided Crusaders with additional soldiers/supplies at Constantinople etc</p> <p>12. secured important trade routes ensuring Crusaders had access to vital supplies.</p> </td> </tr> </table> <p><b>Any other relevant factor.</b></p>		be forgiven if they took part in the Crusade.	Support for Crusaders	<p>10. the Crusaders received help from Italian ports eg cities such as Pisa/Genoa/Venice supplied timber for siege machines</p> <p>11. the Crusaders received help from Emperor Alexius eg provided Crusaders with additional soldiers/supplies at Constantinople etc</p> <p>12. secured important trade routes ensuring Crusaders had access to vital supplies.</p>
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Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
49.		<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. 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><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> 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>	<p><b>6</b></p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. Crusaders were divided eg Guy de Lusignan and Reynald of Chatillon hated each other</li> <li>2. Crusaders had different ideologies towards the Muslims eg the Hawks and the Doves</li> <li>3. death of Baldwin IV meant that Jerusalem did not have a strong ruler</li> <li>4. King Guy made a tactical error by leaving Jerusalem with the Crusader army</li> <li>5. Crusaders were defeated at the Battle of Hattin where most of the nobility were taken prisoner, including King Guy</li> <li>6. Crusaders lacked resources to defend Jerusalem once the army was defeated</li> <li>7. when a portion of the wall was mined, it collapsed and the Crusaders were unable to push Saladin's troops back from the breach</li> <li>8. by the end of September there were only a few dozen knights and a handful of remaining men-at-arms capable of bearing arms and defending the wall</li> <li>9. Muslims were united under Saladin's leadership making them stronger</li> <li>10. Saladin's army outnumbered the Crusaders.</li> </ol> <p><b>Any other valid reason.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
50.		<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. 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><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. A <b>second mark</b> should be awarded for each point that is developed, <b>up to a maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	<p><b>4</b></p> <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. In July 1192 Saladin laid siege to the town of Jaffa</li> <li>2. Saladin's soldiers successfully stormed the walls after three days of bloody clashes</li> <li>3. the Crusaders however held out in Jaffa's citadel</li> <li>4. Richard gathered a small army (of knights, a few hundred infantrymen, and about 2,000 crossbowmen) and led them into battle</li> <li>5. The Muslim army panicked at the sudden attack/fled the city in disarray</li> <li>6. Saladin launched a counter attack on Jaffa</li> <li>7. Richard ordered the infantry and knights to form a defensive hedge of spears, with the crossbowmen behind</li> <li>8. Saladin's cavalry repeatedly charged but suffered heavy casualties so he ordered it to withdraw.</li> </ol> <p><b>Any other valid point of knowledge.</b></p>

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	
51.		<p>Candidates can be credited in a number of ways <b>up to a maximum of 9 marks</b>. 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><b>Up to 5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> awarded for each point. If <b>only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge. A <b>further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to <b>4 marks</b> should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:  <b>1 mark</b> for an introduction (which places the question in its historical context or</p>	9	Possible factors	Key points of knowledge to support this factor may include:
				Raising revenue	<ol style="list-style-type: none"> <li>1. the Revenue Act (the Sugar Act) - cut duty on molasses but it was now more strictly enforced</li> <li>2. the Stamp Act - all legal documents, commercial papers, newspapers and pamphlets had to be officially stamped</li> <li>3. Townshend Duties - taxes on tea, lead, glass, paper and paint</li> <li>4. colonists resented being taxed without representation.</li> </ol>
				George III	<ol style="list-style-type: none"> <li>5. colonists were angry at George III’s desire to exert greater control over colonies/was accused of becoming a tyrant</li> <li>6. George III was blamed for refusing to introduce sensible laws/a fair justice system in the colonies.</li> </ol>
				British troops	<ol style="list-style-type: none"> <li>7. colonists were unhappy with the continuing presence of British soldiers in the colonies following the defeat of the French in 1763</li> <li>8. colonists were further angered by the passing of The Quartering Act.</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
			<p>outlines relevant factors).</p> <p><b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors).</p> <p><b>1 mark</b> for a conclusion with a valid judgement (or overall summary).</p> <p><b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</p>		<p>British restrictions</p>	<p>9. some colonists were frustrated that the British were stopping them from moving west</p> <p>10. some colonists felt that the policies of the British government were damaging trade.</p>
					<p>Outbreaks of violence</p>	<p>11. the Boston Massacre increased tension between Britain and the colonists</p> <p>12. fighting at Lexington and Concord in April 1775 led to formation of Continental Army.</p>
<p><b>Any other relevant factor.</b></p>						

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52.		<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. 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><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> 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>	<p><b>6</b></p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. many colonists had become wealthy through trade with Britain/merchants feared damage to their trade if the colonists won</li> <li>2. King George III still commanded some respect among many colonists/some colonists had a great loyalty to the King/saw the monarchy as important</li> <li>3. some colonists feared law and order would break down if British rule was overthrown</li> <li>4. some loyalists felt their power and influence had increased under British rule</li> <li>5. some colonists greatly feared the spread of revolutionary ideas if the colonists won</li> <li>6. loyalists were mainly conservative and feared change if the British lost</li> <li>7. many loyalists believed in the importance of the Empire and opposed any threat to it</li> <li>8. individuals like Flora McDonald encouraged Scots colonists to remain loyal to Britain</li> <li>9. some hoped to win favour with the British Government by remaining loyal</li> <li>10. most colonists were of British descent and were proud of being British</li> <li>11. some loyalists felt that the conflict was the colonists' fault and had no sympathy for them.</li> </ol> <p><b>Any other valid reason.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
53.	<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. 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><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> 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 <b>up to 3 marks</b> for their interpretation of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	<b>6</b>	<p><b>Possible points from the source include:</b></p> <ol style="list-style-type: none"> <li>1. the American forces were often led by inefficient, even incompetent, commanders who fought muddled campaigns</li> <li>2. the men gathering in Boston were very enthusiastic</li> <li>3. they were however badly armed and lacking supplies</li> <li>4. most men were part-time and served for only a few months at a time</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. many American officers lacked proper military training/training in the different types of warfare</li> <li>6. American forces were short of artillery and cavalry</li> <li>7. many soldiers lacked experience in battle/needed practice with their weapons</li> <li>8. many soldiers didn't even have a uniform</li> <li>9. troops grew exhausted and sick as the campaign went on</li> <li>10. troops suffered from poor food/shortages of food and cold weather during winter campaigns.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

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54.		<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. 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><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. A <b>second mark</b> should be awarded for each point that is developed, <b>up to a maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	<p><b>4</b></p> <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. British plan was to link their two armies to defeat the colonists</li> <li>2. Burgoyne's army invaded from Canada</li> <li>3. colonists cut down trees and blocked British army's progress</li> <li>4. colonists destroyed crops and other potential food supplies</li> <li>5. Native Americans deserted the British</li> <li>6. St Leger's British army was defeated/he retreated</li> <li>7. British at Saratoga outnumbered and surrounded by colonists</li> <li>8. Burgoyne's army unable to break out so he surrendered (6,000 men and 30 cannon) to colonists.</li> </ol> <p><b>Any other valid point of knowledge.</b></p>



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 <b>up to a maximum of 4 marks</b>. 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 <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and <b>should be awarded 1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint <b>should be awarded a second mark</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<table border="1"> <thead> <tr> <th>Source B</th> <th>Source C</th> </tr> </thead> <tbody> <tr> <td>Cornwallis moved into Virginia and began to build a base at Yorktown.</td> <td>...Cornwallis's British forces set up camp at Yorktown.</td> </tr> <tr> <td>By late summer, Cornwallis's position at Yorktown was deteriorating fast.</td> <td>Yorktown however turned out to be a poor position and his situation became more serious.</td> </tr> <tr> <td>...American forces prevented him from moving inland...</td> <td>..American troops moved quickly into the area to surround him and keep him there.</td> </tr> </tbody> </table>		Source B	Source C	Cornwallis moved into Virginia and began to build a base at Yorktown.	...Cornwallis's British forces set up camp at Yorktown.	By late summer, Cornwallis's position at Yorktown was deteriorating fast.	Yorktown however turned out to be a poor position and his situation became more serious.	...American forces prevented him from moving inland...	..American troops moved quickly into the area to surround him and keep him there.
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<p><b>Possible points of comparison may include:</b></p> <p><b>Overall</b> - the sources agree about the events of the Battle of Yorktown</p>													

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
56.	<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. 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><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> 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><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. desire for good farmland/thought the land would be more fertile in the West</li> <li>2. ranch owners realised the Great Plains could feed their huge herds of cattle</li> <li>3. government publicity encouraged people to move West with promises of a better life</li> <li>4. Government Acts eg Homestead Act, offered cheap/free land to settlers</li> <li>5. to fulfil Manifest Destiny as many Americans saw it as their duty to spread their way of life</li> <li>6. searching for gold/“California gold rush” attracted many hoping to become rich</li> <li>7. railways encouraged many settlers to move West by providing quick transport</li> <li>8. railway companies sold land cheaply to settlers which encouraged settlers to move</li> <li>9. some settlers were attracted West by a sense of adventure</li> <li>10. to be able to enjoy religious freedom away from other people eg Mormons</li> <li>11. freed slaves headed West after 1865 to escape persecution.</li> </ol> <p><b>Any other valid reason.</b></p>

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 <b>up to a maximum of 6 marks</b>. 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><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided. Candidates should be awarded <b>up to 3 marks</b> for their interpretation of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	6	<p><b>Possible points from the source include:</b></p> <ol style="list-style-type: none"> <li>1. the Compromise of 1850 was created by Henry Clay and others to deal with the balance between slave and free states</li> <li>2. the Kansas-Nebraska Act of 1854, however, increased tensions</li> <li>3. Pro-slavery people of Missouri began to pour into Kansas to help force it to be a slave state</li> <li>4. the fight over slavery even erupted on the floor of the Senate/Anti-slavery campaigner Charles Sumner was beat over the head by South Carolina's pro-slavery Senator Preston Brooks.</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. Dred Scott case caused unhappiness among abolitionists and Northern States</li> <li>6. attack on Harper's Ferry by John Brown heightened tension</li> <li>7. South was alarmed by election of Lincoln who wanted to halt spread of slavery</li> <li>8. Lincoln's election was seen as the last straw by Southern States</li> <li>9. South Carolina seceded and other Southern States followed</li> <li>10. Fort Sumter was besieged by Confederate troops/food supplies cut off</li> <li>11. the Confederates opened fire on the fort which led to an outburst of patriotic fever in the North.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

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 <b>up to a maximum of 4 marks</b>. 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><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. A <b>second mark</b> should be awarded for each point that is developed, <b>up to a maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	<p><b>4</b></p>	<p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. was set up to help newly freed slaves</li> <li>2. it helped provide food for poor freed slaves</li> <li>3. helped former slaves buy land for farming</li> <li>4. paid for schools/helped former slaves learn to read and write</li> <li>5. set up/paid for hospitals for former slaves</li> <li>6. provided temporary shelter for former slaves</li> <li>7. helped former slaves find employment.</li> </ol> <p><b>Any other valid point of knowledge.</b></p>

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 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 what happened during Reconstruction.</p> <table border="1"> <thead> <tr> <th>Source B</th> <th>Source C</th> </tr> </thead> <tbody> <tr> <td>Hostility was shown to the school teachers like me who taught in schools for blacks.</td> <td>Teachers in schools for black Americans became key figures so they were frequently intimidated.</td> </tr> <tr> <td>They came at night and gave these warnings.</td> <td>These attacks usually took place at night...</td> </tr> <tr> <td>...they were whipping me...</td> <td>...they whipped, mutilated and murdered black people.</td> </tr> </tbody> </table>	Source B	Source C	Hostility was shown to the school teachers like me who taught in schools for blacks.	Teachers in schools for black Americans became key figures so they were frequently intimidated.	They came at night and gave these warnings.	These attacks usually took place at night...	...they were whipping me...	...they whipped, mutilated and murdered black people.
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60.		<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>	9	<table border="1"> <thead> <tr> <th>Possible factors</th> <th>Key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td>Discovery of gold</td> <td> <ol style="list-style-type: none"> <li>1. Bozeman Trail was cause of conflict/triggered war: Native Americans opposed white men building road to gold mines</li> <li>2. Trail passed through Yellowstone River/heart of Sioux hunting grounds</li> <li>3. Custer's discovery of gold in Black Hills brought thousands of miners/Black Hills were sacred Sioux territory</li> <li>4. grants to encourage gold prospecting alarmed Native Americans (Colorado and Montana in 1858 and the Black Hills in 1874).</li> </ol> </td> </tr> <tr> <td>Railways</td> <td> <ol style="list-style-type: none"> <li>5. railroads caused tension with Native Americans: opened up West/encouraged white settlers to buy prairie lands</li> <li>6. building railways across the Plains disturbed the Native American hunting grounds/ migration of the buffalo.</li> </ol> </td> </tr> <tr> <td>Buffalo</td> <td> <ol style="list-style-type: none"> <li>7. Native Americans feared destruction of bison/buffalo herds: reliance on buffalo for all their needs</li> <li>8. railroad companies sent in hunters to kill buffalo.</li> </ol> </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"> <li>1. Bozeman Trail was cause of conflict/triggered war: Native Americans opposed white men building road to gold mines</li> <li>2. Trail passed through Yellowstone River/heart of Sioux hunting grounds</li> <li>3. Custer's discovery of gold in Black Hills brought thousands of miners/Black Hills were sacred Sioux territory</li> <li>4. grants to encourage gold prospecting alarmed Native Americans (Colorado and Montana in 1858 and the Black Hills in 1874).</li> </ol>	Railways	<ol style="list-style-type: none"> <li>5. railroads caused tension with Native Americans: opened up West/encouraged white settlers to buy prairie lands</li> <li>6. building railways across the Plains disturbed the Native American hunting grounds/ migration of the buffalo.</li> </ol>	Buffalo	<ol style="list-style-type: none"> <li>7. Native Americans feared destruction of bison/buffalo herds: reliance on buffalo for all their needs</li> <li>8. railroad companies sent in hunters to kill buffalo.</li> </ol>	
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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
61.		<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. 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><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. A <b>second mark</b> should be awarded for each point that is developed, <b>up to a maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. Von Kahr, Governor of Bavaria, was making a speech at a meeting in a Munich beer hall</li> <li>2. Nazi SA men surrounded the building</li> <li>3. Hitler burst into the hall and ordered three Bavarian leaders, Von Kahr, Von Seisser and Von Lossow into a private/side room</li> <li>4. Hitler claimed they had agreed to support him/announced a national revolution had begun</li> <li>5. Ludendorff let the Bavarian leaders go once they had promised their support</li> <li>6. once free the Bavarian leaders withdrew their support and ordered the putsch to be crushed</li> <li>7. next day Hitler marched in centre of Munich with several thousand Nazis</li> <li>8. police blocked their way and shooting broke out and a number of Nazis and policemen were killed.</li> </ol> <p><b>Any other valid point of knowledge.</b></p>



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 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>	9	<table border="1"> <thead> <tr> <th>Possible factors</th> <th>Key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td>Weimar Republic</td> <td> <ol style="list-style-type: none"> <li>1. blamed for signing the hated Treaty of Versailles (November Criminals) and its harsh terms</li> <li>2. criticised for the voting system, proportional representation, which produced weak coalition governments</li> <li>3. unpopular as coalition governments lacked authority/seemed unable to solve problems facing Germany</li> <li>4. blamed for economic hardships such as hyperinflation, the Wall Street Crash and mass unemployment.</li> </ol> </td> </tr> <tr> <td>Appeal of Hitler</td> <td> <ol style="list-style-type: none"> <li>5. Hitler appeared to offer strong, decisive leadership</li> <li>6. Hitler was an outstanding orator who inspired people</li> <li>7. had a clear, simple message which appealed to many people.</li> </ol> </td> </tr> <tr> <td>Nazi Policies</td> <td> <ol style="list-style-type: none"> <li>8. Nazis seemed to offer something to most groups/classes in Germany, such as jobs for the unemployed, crush Communism, remilitarisation, destroy Treaty of Versailles</li> <li>9. promised to restore order to Germany after chaos of the Weimar period.</li> </ol> </td> </tr> </tbody> </table>	Possible factors	Key points of knowledge to support this factor may include:	Weimar Republic	<ol style="list-style-type: none"> <li>1. blamed for signing the hated Treaty of Versailles (November Criminals) and its harsh terms</li> <li>2. criticised for the voting system, proportional representation, which produced weak coalition governments</li> <li>3. unpopular as coalition governments lacked authority/seemed unable to solve problems facing Germany</li> <li>4. blamed for economic hardships such as hyperinflation, the Wall Street Crash and mass unemployment.</li> </ol>	Appeal of Hitler	<ol style="list-style-type: none"> <li>5. Hitler appeared to offer strong, decisive leadership</li> <li>6. Hitler was an outstanding orator who inspired people</li> <li>7. had a clear, simple message which appealed to many people.</li> </ol>	Nazi Policies	<ol style="list-style-type: none"> <li>8. Nazis seemed to offer something to most groups/classes in Germany, such as jobs for the unemployed, crush Communism, remilitarisation, destroy Treaty of Versailles</li> <li>9. promised to restore order to Germany after chaos of the Weimar period.</li> </ol>
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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 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 <b>should be awarded 1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint <b>should be awarded a second mark</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p><b>Possible points of comparison may include:</b></p> <p><b>Overall</b> - the sources agree about the Nazi ideas on race.</p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>...differences between the races was a matter of scientific fact.</td> <td>...biological research had shown that there was a distinction between races.</td> </tr> <tr> <td>...Aryan people of northern Europe were superior in every way.</td> <td>...Aryans of Germany and Scandinavia were the Master Race.</td> </tr> <tr> <td>It was logical that superior people like this should be in control of all other races.</td> <td>This gave these superior races the authority to rule over the peoples of the world.</td> </tr> </tbody> </table>	Source A	Source B	...differences between the races was a matter of scientific fact.	...biological research had shown that there was a distinction between races.	...Aryan people of northern Europe were superior in every way.	...Aryans of Germany and Scandinavia were the Master Race.	It was logical that superior people like this should be in control of all other races.	This gave these superior races the authority to rule over the peoples of the world.
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Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
64.		<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. 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><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> 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>	<p><b>6</b></p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. fear of the Nazi regime/intimidation by the SS deterred opposition</li> <li>2. opposition groups often infiltrated by Gestapo/spies leading to their arrest</li> <li>3. opponents scared by brutal treatment/hanging of opponents</li> <li>4. opposition leaders were arrested and sent to concentration camps/outspoken individuals eg Bonhoeffer, Niemoller were arrested and sent to camps which weakened opposition groups</li> <li>5. many opponents of the Nazis fearful for their lives fled abroad</li> <li>6. opposition groups had to meet in secret, making meetings difficult/dangerous</li> <li>7. all other political parties/trade unions were banned</li> <li>8. little cooperation between the opposition groups as they didn't trust each other</li> <li>9. Nazi control of the media made it difficult for opponents to publicise their views</li> <li>10. Nazi propaganda brainwashed people into supporting the Nazis</li> <li>11. there was widespread support for the Nazis and most Germans were impressed as Hitler was a strong leader/solving Germany's problems</li> <li>12. Nazi control of the courts meant opponents were harshly punished.</li> </ol> <p><b>Any other valid reason.</b></p>

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65.	<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. 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><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> 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 <b>up to 3 marks</b> for their interpretation of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Possible points from the source include:</b></p> <ol style="list-style-type: none"> <li>1. the introduction of new Nazi textbooks</li> <li>2. the number of PE periods was increased at the expense of religious education</li> <li>3. competitive field games were added to curriculum</li> <li>4. at the start of class, we had to raise our arms in the “Heil Hitler!” salute.</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. indoctrination of Nazi ideas eg anti-Semitism/militarism</li> <li>6. biology was used to ‘prove’ the Nazi belief in racial superiority /introduction of new subjects such as Racial Science/Eugenics</li> <li>7. for girls emphasis on ‘female’ subjects (Kinder, Kirche, Kuche)</li> <li>8. all teachers had to join the Nazi Teachers’ League/teachers suspected of being disloyal to the Party were arrested/pictures of Hitler/Swastika flag in classrooms</li> <li>9. Jewish children were humiliated/from 1938 only allowed to attend Jewish schools.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

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
66.	<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. 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><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. A <b>second mark</b> should be awarded for each point that is developed, <b>up to a maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. Tsar was an autocrat/not answerable to anyone</li> <li>2. Orthodox Church preached that his rule was the will of God</li> <li>3. the army was loyal and was used to put down any uprisings</li> <li>4. secret police, Okhrana, kept watch on any suspected opponents</li> <li>5. execution/prison/exile to Siberia extensively used as a deterrent</li> <li>6. the press was censored</li> <li>7. government ran the trades unions to maintain control of the workers</li> <li>8. policy of Russification used to keep control of national minorities.</li> </ol> <p><b>Any other valid point of knowledge.</b></p>

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 <b>up to a maximum of 6 marks</b>. 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><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> 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>	<p><b>6</b></p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. people hated the repressive policies of the Tsar and his government</li> <li>2. most groups felt that their problems were being ignored by the government</li> <li>3. peasants struggled to make a living off the land/high taxes/redemption debt</li> <li>4. factory workers in the industrial cities faced terrible hardship, with long hours, low wages, dangerous working conditions, and terrible living conditions</li> <li>5. the policy of Russification caused anger and discontent among national minorities</li> <li>6. the economic problems people faced grew worse during the war with Japan</li> <li>7. defeat by Japan led to unrest/strengthened the revolutionary movement</li> <li>8. shortages of food, fuel and high unemployment in industrial cities made people desperate and angry</li> <li>9. impact of Bloody Sunday angered people and led to discontent and strikes</li> <li>10. workers and liberal middle classes united against Tsar</li> <li>11. revolutionary groups became more organised eg formation of St Petersburg Soviet</li> <li>12. discontent in the armed forces increased during the war.</li> </ol> <p><b>Any other valid reason.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
68.	<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. 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><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> 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 <b>up to 3 marks</b> for their interpretation of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Possible points from the source include:</b></p> <ol style="list-style-type: none"> <li>1. the October Manifesto established a parliament or Duma elected by the people</li> <li>2. it also allowed the Russian people basic rights, such as freedom of speech</li> <li>3. his land reforms allowed peasants to become owners of their own land</li> <li>4. he set up a peasants' bank to provide loans to help them buy the land.</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. political parties were legalised</li> <li>6. peasants no longer had to pay the redemption debt</li> <li>7. peasants could consolidate the size of their land holdings</li> <li>8. a system of health insurance introduced for industrial workers</li> <li>9. introduced some improvements to working conditions in factories</li> <li>10. thousands more primary schools established.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>



Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
69.		<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 effects of the First World War on the Russian people</p> <table border="1"> <thead> <tr> <th>Source B</th> <th>Source C</th> </tr> </thead> <tbody> <tr> <td>Prices have gone up...</td> <td>The shortages meant that food prices went up...</td> </tr> <tr> <td>Food is hard to get.</td> <td>...Russian cities suffered from a shortage of food.</td> </tr> <tr> <td>They blame the Tsar and say "he does not care we might starve".</td> <td>...urban workers faced terrible starvation...</td> </tr> </tbody> </table>	Source B	Source C	Prices have gone up...	The shortages meant that food prices went up...	Food is hard to get.	...Russian cities suffered from a shortage of food.	They blame the Tsar and say "he does not care we might starve".	...urban workers faced terrible starvation...
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70.		<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><b>Up to 5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> awarded for each point. If <b>only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge. A <b>further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p>	9	<table border="1"> <thead> <tr> <th>Possible factors</th> <th>Key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td>Trotsky</td> <td> <ol style="list-style-type: none"> <li>1. Trotsky was a skilled commander of the Red Army who was decisive and ruthless</li> <li>2. Trotsky disciplined the Red Army to be an effective fighting force/conscripted men to raise 5 million by 1920/raised the Red Cavalry to counter the Cossacks</li> <li>3. Trotsky used experienced Tsarist officers, supervised by political commissars/used Cheka to discourage desertions.</li> </ol> </td> </tr> <tr> <td>Red Army</td> <td> <ol style="list-style-type: none"> <li>4. by the end of 1919 the Red soldiers outnumbered the Whites by ten to one</li> <li>5. soldiers were well supplied (boots, food, tobacco)</li> <li>6. energetic propaganda campaign boosted soldiers' morale.</li> </ol> </td> </tr> <tr> <td>Territorial advantage</td> <td> <ol style="list-style-type: none"> <li>7. Reds controlled a compact area in the centre of Russia (easier to defend)</li> <li>8. Reds had control of the industrial centres/factories</li> <li>9. Reds controlled the railways/had good communication/able to transport of munitions etc.</li> </ol> </td> </tr> </tbody> </table>	Possible factors	Key points of knowledge to support this factor may include:	Trotsky	<ol style="list-style-type: none"> <li>1. Trotsky was a skilled commander of the Red Army who was decisive and ruthless</li> <li>2. Trotsky disciplined the Red Army to be an effective fighting force/conscripted men to raise 5 million by 1920/raised the Red Cavalry to counter the Cossacks</li> <li>3. Trotsky used experienced Tsarist officers, supervised by political commissars/used Cheka to discourage desertions.</li> </ol>	Red Army	<ol style="list-style-type: none"> <li>4. by the end of 1919 the Red soldiers outnumbered the Whites by ten to one</li> <li>5. soldiers were well supplied (boots, food, tobacco)</li> <li>6. energetic propaganda campaign boosted soldiers' morale.</li> </ol>	Territorial advantage	<ol style="list-style-type: none"> <li>7. Reds controlled a compact area in the centre of Russia (easier to defend)</li> <li>8. Reds had control of the industrial centres/factories</li> <li>9. Reds controlled the railways/had good communication/able to transport of munitions etc.</li> </ol>	
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Section 3 – European and World Contexts

PART F – Mussolini and Fascist Italy, 1919-1939

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
71.	<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. 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 <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and <b>should be awarded 1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint <b>should be awarded a second mark</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p><b>Possible points of comparison may include:</b></p> <p><b>Overall</b> - the sources agree about the events which led to Mussolini's seizure of power in Italy in 1922.</p> <table border="1" data-bbox="821 660 1412 1433"> <thead> <tr> <th data-bbox="821 660 1125 716">Source A</th> <th data-bbox="1125 660 1412 716">Source B</th> </tr> </thead> <tbody> <tr> <td data-bbox="821 716 1125 1019">This put Mussolini in the position to challenge the government, which he did in what became known as the famous "March on Rome".</td> <td data-bbox="1125 716 1412 1019">...Mussolini decided to seize the government when he and his followers marched on the capital, Rome.</td> </tr> <tr> <td data-bbox="821 1019 1125 1176">The government decided to send in the army to try and stop Mussolini.</td> <td data-bbox="1125 1019 1412 1176">...the prime minister called out the army when the Fascists surrounded Rome.</td> </tr> <tr> <td data-bbox="821 1176 1125 1433">The king, Victor Emmanuel III, however decided instead of using the army, to give in to Mussolini's demands.</td> <td data-bbox="1125 1176 1412 1433">...the pressure proved too much for the Italian King who refused to use the military to squash Mussolini's "march".</td> </tr> </tbody> </table>	Source A	Source B	This put Mussolini in the position to challenge the government, which he did in what became known as the famous "March on Rome".	...Mussolini decided to seize the government when he and his followers marched on the capital, Rome.	The government decided to send in the army to try and stop Mussolini.	...the prime minister called out the army when the Fascists surrounded Rome.	The king, Victor Emmanuel III, however decided instead of using the army, to give in to Mussolini's demands.	...the pressure proved too much for the Italian King who refused to use the military to squash Mussolini's "march".
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Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
72.	<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. 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><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> 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 <b>up to 3 marks</b> for their interpretation of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Possible points from the source include:</b></p> <ol style="list-style-type: none"> <li>1. the leadership cult in Fascist Italy started almost as soon as Mussolini came to power in 1922</li> <li>2. his role as Duce of Fascism and Head of the Government had been secured by changes to the law</li> <li>3. Mussolini had undoubted charisma and political intelligence (with which to maintain his power over Fascism and the Italian people)</li> <li>4. his main talents lay chiefly in the areas of acting and propaganda.</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. the cult was intended to build popular support for the dictator and to secure support for the government</li> <li>6. the media played an important role in establishing the cult of “Il Duce”</li> <li>7. Mussolini was shown as a man chosen by destiny to save Italy and its people from Communism and Socialism</li> <li>8. he was portrayed as the new Caesar/a man of genius/a man of action</li> <li>9. he established “holy days” such as 23 March, to remind Italians of the advent of Fascism</li> <li>10. newspapers were forbidden to mention any signs of illness and even his birthdays were to be ignored as this would reveal his age.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
73.		<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. 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><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> 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>	<p><b>6</b></p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. revaluation of the lira in 1927 led to decline in exports, causing discontent</li> <li>2. increase in unemployment 1926-28. By 1933 unemployment had reached 2 million, causing unpopularity</li> <li>3. high tariffs restricted imports, so people unhappy</li> <li>4. real wages fell, so people were angry</li> <li>5. many workers were unhappy when trade unions were outlawed</li> <li>6. sick pay and paid holidays were not introduced until 1938, which disappointed people</li> <li>7. the failure to make Italy self-sufficient contributed to growing unpopularity</li> <li>8. as part of the Battle for Grain, land in central and southern regions was turned over to wheat production despite being unsuitable (traditional agricultural exports declined), unpopular in these areas</li> <li>9. increasing government control of industry was resented.</li> </ol> <p><b>Any other valid reason.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
74.	<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. 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><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. A <b>second mark</b> should be awarded for each point that is developed, <b>up to a maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. to make Italy a great world power/the dominant power in the Mediterranean</li> <li>2. to expand Italy's colonial empire in Africa/take over Ethiopia</li> <li>3. to increase Italian influence in the Balkans</li> <li>4. to build up Italy's armed forces to make Italy feared</li> <li>5. to make Albania into an Italian satellite state</li> <li>6. to encourage the break-up of Yugoslavia</li> <li>7. to improve relations with Britain</li> <li>8. to contain Germany's influence in Austria.</li> </ol> <p><b>Any other valid point of knowledge.</b></p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
75.		<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><b>Up to 5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> awarded for each point. If <b>only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge. A <b>further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p>	9	Possible factors	Key points of knowledge to support this factor may include:
				Fear/use of violence	<ol style="list-style-type: none"> <li>1. a secret police force was set up, the OVRA, which spied on opponents</li> <li>2. many opponents of the regime were murdered/sent to concentration camps, which scared people</li> <li>3. people were afraid of the Blackshirts and this ensured Italians didn't challenge Mussolini.</li> </ol>
				Mussolini	<ol style="list-style-type: none"> <li>4. he seemed to provide the strong leadership which Italians longed for and who would restore Italy's greatness</li> <li>5. he was the new Caesar/a man of genius/a man of action.</li> </ol>
				Weakness of opposition	<ol style="list-style-type: none"> <li>6. after 1926, all rival political parties were declared illegal</li> <li>7. opposition newspapers were banned in Italy making it difficult for them to get publicity</li> <li>8. opposition groups were weakened by the inability to unite on a common platform.</li> </ol>
				Propaganda	<ol style="list-style-type: none"> <li>9. radio and the cinema were also used to broadcast Fascist propaganda</li> <li>10. censorship made it difficult to oppose Mussolini.</li> </ol>



Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question		
			<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> <p><b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors).</p> <p><b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors).</p> <p><b>1 mark</b> for a conclusion with a valid judgement (or overall summary).</p> <p><b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</p> <table border="1" data-bbox="821 331 1415 1037"> <tr> <td data-bbox="821 331 1121 1037">Popular support</td> <td data-bbox="1121 331 1415 1037"> <p>11. he bought off key groups: the workers were promised an eight-hour day/the rich benefited from a reduction in death duties</p> <p>12. got the support of the Roman Catholic Church by making religious education compulsory in all elementary schools/entering into the Lateran Treaty.</p> </td> </tr> </table> <p>Any other relevant factor.</p>	Popular support	<p>11. he bought off key groups: the workers were promised an eight-hour day/the rich benefited from a reduction in death duties</p> <p>12. got the support of the Roman Catholic Church by making religious education compulsory in all elementary schools/entering into the Lateran Treaty.</p>
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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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76.	<p>Candidates can be credited in a number of ways <b>up to a maximum of 9 marks</b>. 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><b>Up to 5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> awarded for each point. If <b>only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge. A <b>further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p>	9	<table border="1"> <thead> <tr> <th data-bbox="823 443 1010 566">Possible factors</th> <th data-bbox="1010 443 1394 566">Key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td data-bbox="823 566 1010 1205">Fear of revolution</td> <td data-bbox="1010 566 1394 1205"> <ol style="list-style-type: none"> <li>1. 'Red Scare' - many Americans were afraid that immigrants from Eastern Europe would bring in dangerous new ideas such as communism</li> <li>2. growing fear of social unrest/violent revolution in America in the aftermath of Russian Revolution</li> <li>3. 1919 huge wave of strikes in USA which Americans claimed were caused by revolutionary workers from Eastern Europe.</li> </ol> </td> </tr> <tr> <td data-bbox="823 1205 1010 1641">Self-interest</td> <td data-bbox="1010 1205 1394 1641"> <ol style="list-style-type: none"> <li>4. concern that immigrants would take jobs /depress wages/break strikes</li> <li>5. concern that immigrants would create pressure on scarce housing</li> <li>6. American workers saw immigrants as a threat to their standard of living.</li> </ol> </td> </tr> </tbody> </table>	Possible factors	Key points of knowledge to support this factor may include:	Fear of revolution	<ol style="list-style-type: none"> <li>1. 'Red Scare' - many Americans were afraid that immigrants from Eastern Europe would bring in dangerous new ideas such as communism</li> <li>2. growing fear of social unrest/violent revolution in America in the aftermath of Russian Revolution</li> <li>3. 1919 huge wave of strikes in USA which Americans claimed were caused by revolutionary workers from Eastern Europe.</li> </ol>	Self-interest	<ol style="list-style-type: none"> <li>4. concern that immigrants would take jobs /depress wages/break strikes</li> <li>5. concern that immigrants would create pressure on scarce housing</li> <li>6. American workers saw immigrants as a threat to their standard of living.</li> </ol>	
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78.		<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. 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><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. A <b>second mark</b> should be awarded for each point that is developed, <b>up to a maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	<p><b>4</b></p> <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. created a segregated society/enforced segregation between black and white people</li> <li>2. some states made relationships/marriage between races illegal</li> <li>3. separate schooling was enforced</li> <li>4. separate toilets, washrooms and canteens</li> <li>5. separate drinking fountains/hospital wards</li> <li>6. transport facilities - trains and buses - were segregated</li> <li>7. separate leisure and sporting facilities</li> <li>8. black Americans were humiliated/made to feel inferior.</li> </ol> <p><b>Any other valid point of knowledge.</b></p>

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79.		<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. 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><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> 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>	<p><b>6</b></p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. the groundwork for a Civil rights movement had been laid by early reformers such as du Bois, Garvey and Washington who inspired others to join the cause</li> <li>2. the experience of black American servicemen during WW2 had made them aware of non-segregated societies and more determined to fight against discrimination</li> <li>3. during WW2 all Americans were called upon to fight for freedom and democracy but black Americans felt that they were denied their basic rights in their own country leading to growing support for civil rights for black Americans</li> <li>4. success of Philip Randolph and the 'Double V' campaign encouraged greater demands for civil rights</li> <li>5. NAACP and other organisations effectively highlighted discrimination faced by black Americans and gained support of both black and white Americans in support of civil rights</li> <li>6. black people in the South living under a system of segregation/were subjected to violent persecution, such as lynching, and demanded reform</li> <li>7. concern at other inequalities faced by black Americans eg low wages, poor housing and growing demands for improvements</li> <li>8. success of non-violent protests - eg Montgomery Bus Boycott, Birmingham march encouraged others to become involved</li> <li>9. leadership of black leaders such as Martin Luther King/Malcolm X inspired others to join the civil rights campaign</li> <li>10. successes of non-violent movement encouraged black Americans to demand more</li> </ol>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>11. impact of more radical protests such as Nation of Islam attracted those who didn't believe peaceful methods were working</p> <p>12. media coverage especially television heightened awareness and motivated many to support the campaign.</p> <p><b>Any other valid reason.</b></p>

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80.	<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development. <b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> 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 <b>up to 3 marks</b> for their interpretation of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	6	<p><b>Possible points from the source include:</b></p> <ol style="list-style-type: none"> <li>1. urged that it was now time to defend black Americans against this white aggression</li> <li>2. (Huey Newton) he voiced the distrust many black Americans felt towards the police</li> <li>3. self-help programmes organised by the Black Panthers</li> <li>4. they also had a ten-point programme which included demands for better housing and education.</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. Black Panthers condoned use of violence and this appealed to many blacks who were frustrated by the non-violent methods of the Civil Rights Movement</li> <li>6. Black Panthers had charismatic leaders who gained attention and popularity</li> <li>7. they demanded the release of black prisoners which had widespread support</li> <li>8. Black Panthers gained support due to their efforts to give practical help to poor blacks such as breakfast clubs in schools and providing free health clinics</li> <li>9. The Black Panthers encouraged blacks to be proud of the colour of their skin and their African American culture which appealed to many</li> <li>10. Black Panthers gained much publicity from the support of athletes at the 1968 Olympic Games eg Black Power salute was a political demonstration conducted by African-American athletes, which inspired many other black Americans.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>



Section 3 – European and World Contexts

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

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
81.	<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. 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><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> 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><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. furious as it was far harsher than expected and would cripple Germany</li> <li>2. expected a peace treaty based on Wilson’s Fourteen Points and angry it wasn’t</li> <li>3. criticised it as a diktat/dictated peace as Germany had been denied any say in it</li> <li>4. hated the shame of the War Guilt clause which Germany claimed was unfair</li> <li>5. accused the Treaty of being based on Allies’ desire for revenge</li> <li>6. angry at having to pay reparations which Germany claimed it couldn’t afford</li> <li>7. resented the loss of German colonies which it said was unfair</li> <li>8. angry at the loss of land containing many Germans, especially land lost to Poland</li> <li>9. furious at the reduction in Germany’s armed forces which it claimed left Germany defenceless</li> <li>10. angry that Germans were denied self-determination</li> <li>11. argued Germany did not deserve to be punished so severely since the Kaiser and generals were gone</li> <li>12. new German Government was angry because it felt it had little chance of success after the terms were imposed.</li> </ol> <p><b>Any other valid reason.</b></p>

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82.		<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> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>The refusal of the USA to join the League however greatly weakened it's ability to succeed.</td> <td>The failure of several big powers, including the USA , to join the League badly damaged its effectiveness.</td> </tr> <tr> <td>The League did manage to settle disputes between smaller nations who could be leaned on.</td> <td>The League however did achieve some success in solving arguments between lesser countries.</td> </tr> <tr> <td>When disputes involved larger countries, the League however often failed to act.</td> <td>Actions against larger nations who challenged the League were inadequate and frequently half-hearted.</td> </tr> </tbody> </table> <p><b>Overall</b> - the sources agree about the work of League of Nations.</p>	Source A	Source B	The refusal of the USA to join the League however greatly weakened it's ability to succeed.	The failure of several big powers, including the USA , to join the League badly damaged its effectiveness.	The League did manage to settle disputes between smaller nations who could be leaned on.	The League however did achieve some success in solving arguments between lesser countries.	When disputes involved larger countries, the League however often failed to act.	Actions against larger nations who challenged the League were inadequate and frequently half-hearted.
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Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question									
84.		<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><b>Up to 5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> awarded for each point. If <b>only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge. A <b>further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p><b>Up to 4 marks</b> should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:</p>	9	<table border="1"> <thead> <tr> <th>Possible factors</th> <th>Key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td>Military concerns</td> <td> <ol style="list-style-type: none"> <li>chiefs of the armed forces advised that the British military was unprepared for war/Britain had failed to modernise her armed forces</li> <li>Britain was concerned about Germany's powerful army and air force</li> <li>Britain's air preparations were inadequate, with insufficient fighter planes, radar systems or anti-aircraft artillery</li> <li>there was fear of bombing from the air - "The Bomber will always get through", according to the government.</li> </ol> </td> </tr> <tr> <td>Public opinion</td> <td> <ol style="list-style-type: none"> <li>majority of the public were still fearful of war after the huge losses suffered during World War One</li> <li>public concerns over the cost of rearmament (welfare vs warfare)</li> <li>there was a significant pacifist movement in the 1930s which was strongly against war eg the 'Peace Ballot'.</li> </ol> </td> </tr> <tr> <td>Relations with Hitler</td> <td> <ol style="list-style-type: none"> <li>Chamberlain believed that Hitler had a genuine grievance over the Sudetenland/Versailles was unjust and Germans should have some form of self-determination</li> <li>Chamberlain felt Hitler had only limited demands/was a man he could do business with.</li> </ol> </td> </tr> </tbody> </table>	Possible factors	Key points of knowledge to support this factor may include:	Military concerns	<ol style="list-style-type: none"> <li>chiefs of the armed forces advised that the British military was unprepared for war/Britain had failed to modernise her armed forces</li> <li>Britain was concerned about Germany's powerful army and air force</li> <li>Britain's air preparations were inadequate, with insufficient fighter planes, radar systems or anti-aircraft artillery</li> <li>there was fear of bombing from the air - "The Bomber will always get through", according to the government.</li> </ol>	Public opinion	<ol style="list-style-type: none"> <li>majority of the public were still fearful of war after the huge losses suffered during World War One</li> <li>public concerns over the cost of rearmament (welfare vs warfare)</li> <li>there was a significant pacifist movement in the 1930s which was strongly against war eg the 'Peace Ballot'.</li> </ol>	Relations with Hitler	<ol style="list-style-type: none"> <li>Chamberlain believed that Hitler had a genuine grievance over the Sudetenland/Versailles was unjust and Germans should have some form of self-determination</li> <li>Chamberlain felt Hitler had only limited demands/was a man he could do business with.</li> </ol>	
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85.	<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. 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><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> 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 <b>up to 3 marks</b> for their interpretation of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Possible points from the source include:</b></p> <ol style="list-style-type: none"> <li>1. In March 1939, German troops marched into Czechoslovakia</li> <li>2. Slovakia broke away and became a pro-German 'puppet state'</li> <li>3. Bohemia and Moravia became a German protectorate</li> <li>4. Germany's aggression led to Great Britain and France abandoning the policy of appeasement.</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. German demands to Poland eg return of Danzig/permission to build a road and railway line through Poland</li> <li>6. Britain and France promise to defend Poland if she was attacked by Germany</li> <li>7. Germany and Italy sign the 'Pact of Steel' which required them to help each other in time of war</li> <li>8. August 1939, Germany and Russia sign the Nazi-Soviet Non-Aggression Pact, agreeing not to go to war with each other so Germany was safe in the east</li> <li>9. September 1st, Germany invades Poland/didn't respond to Britain and France's ultimatum to withdraw German forces from Poland or face war</li> <li>10. September 3<sup>rd</sup>, Britain and France declare war on Germany.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

Section 3 – European and World Contexts

PART I – World War II, 1939-1945

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
86.		6	<p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. Hitler hated the Communist ideals of the USSR/thought Communism was a threat to Germany</li> <li>2. Hitler believed in the expansion rights of the Master Race and wanted Russian land as Lebensraum (living space)/declared plans to invade in Mein Kampf</li> <li>3. Hitler believed the Russian army would be easily defeated due to Russia's failure in the Finnish war/as well as the purge of Red Army</li> <li>4. he believed USSR would be an easy target and would fall in 6 to 8 weeks</li> <li>5. Hitler wanted to enslave the Russian people (untermenschen) to work for the German Master Race</li> <li>6. Hitler wanted the valuable resources contained in Russia eg grain, oil, iron ore/Germany was running short of vital raw materials by 1940</li> <li>7. Hitler believed Russia to be a threat to Germany's interests in the Balkans and Scandinavia</li> <li>8. Stalin had resisted joining Germany, Italy and Japan in the Tripartite Pact of 1940</li> <li>9. Nazi-Soviet Pact of 1939 was only an alliance of convenience so that Hitler could successfully invade Poland/Hitler did not really trust Stalin</li> <li>10. Hitler believed the conquest of Russia would force Britain to surrender.</li> </ol> <p><b>Any other valid reason.</b></p>

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87.	<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. 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><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. A <b>second mark</b> should be awarded for each point that is developed, <b>up to a maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. as the last part of their plan to conquer a Pacific Empire, the Japanese decided to attack the American airbase on the Island of Midway</li> <li>2. Japanese fighter aircraft launched repeated attacks on American aircraft on Midway</li> <li>3. American torpedo bombers launched a fierce attack and fatally damaged two Japanese aircraft carriers</li> <li>4. bombers from the Yorktown were then bombed and destroyed another Japanese carrier</li> <li>5. Japanese dive bombers attacked the Yorktown resulting in the carrier having to be abandoned</li> <li>6. the Americans counter-attacked and dive bombers from Enterprise mortally wounded the Japanese carrier Hiryu</li> <li>7. this forced Admiral Yamamoto to abandon the Japanese Midway invasion plans</li> <li>8. Battle of Midway resulted in the US Navy inflicting a huge defeat on the Japanese navy/Japanese Imperial Navy lost four large aircraft carriers, Americans only lost one.</li> </ol> <p><b>Any other valid point of knowledge.</b></p>



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88.		<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> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>Their methods included sabotage of the German rail network.</td> <td>They destroyed trains carrying German troops and military equipment.</td> </tr> <tr> <td>The help they gave the Allies was extremely important.</td> <td>...the French Resistance scored key victories against the German occupation forces.</td> </tr> <tr> <td>If members of the Resistance were caught they would almost certainly be tortured and executed.</td> <td>These accomplishments were carried a heavy price as many members of the Resistance paid for their bravery with their lives.</td> </tr> </tbody> </table> <p><b>Overall</b> - the sources agree about the work of the French Resistance.</p>	Source A	Source B	Their methods included sabotage of the German rail network.	They destroyed trains carrying German troops and military equipment.	The help they gave the Allies was extremely important.	...the French Resistance scored key victories against the German occupation forces.	If members of the Resistance were caught they would almost certainly be tortured and executed.	These accomplishments were carried a heavy price as many members of the Resistance paid for their bravery with their lives.
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			<p><b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors).</p> <p><b>1 mark</b> for a conclusion with a valid judgement (or overall summary).</p> <p><b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</p>		<table border="1"> <tr> <td>Allied resources</td> <td> <p>8. use of Mulberry harbours allowed more troops and supplies to be brought to the beach heads</p> <p>9. use of Pluto - pipeline transporting fuel across the Channel to allow a sustained attack by the allies.</p> </td> </tr> <tr> <td>Allied military advantages</td> <td> <p>10. allied superiority in men and equipment</p> <p>11. paratroopers landed the night before to secure bridges and roads near the Normandy landing sites and hindered German counter attack</p> <p>12. members of the French Resistance and the British Special Operations Executive (SOE) provided intelligence and helped weaken German defences through sabotage.</p> </td> </tr> </table> <p><b>Any other relevant point.</b></p>	Allied resources	<p>8. use of Mulberry harbours allowed more troops and supplies to be brought to the beach heads</p> <p>9. use of Pluto - pipeline transporting fuel across the Channel to allow a sustained attack by the allies.</p>	Allied military advantages	<p>10. allied superiority in men and equipment</p> <p>11. paratroopers landed the night before to secure bridges and roads near the Normandy landing sites and hindered German counter attack</p> <p>12. members of the French Resistance and the British Special Operations Executive (SOE) provided intelligence and helped weaken German defences through sabotage.</p>
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Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
90.		<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. 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 <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided. Candidates should be awarded <b>up to 3 marks</b> for their interpretation of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	<p><b>6</b></p> <p><b>Possible points from the source include:</b></p> <ol style="list-style-type: none"> <li>1. the Soviets sent him a birthday present in the form of an artillery barrage right into the heart of the Berlin</li> <li>2. the Western Allies launched a massive air raid</li> <li>3. young boys who had ‘volunteered’ to join the SS and die for their Führer in defence of Berlin</li> <li>4. boys who were found hiding were hanged as traitors by the SS.</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. before the main battle in Berlin commenced, the Russian army was able to encircle the city by mid-April due to their success in previous battles</li> <li>6. the Russians advanced easily against poor German defences at the Oder River</li> <li>7. the defence of the city of Berlin relied upon disorganised/poorly armed units from the German army and Hitler Youth members/elderly men</li> <li>8. within a few days, the Soviets rapidly advanced through the city and reached the city centre where close combat raged</li> <li>9. before the battle was over, Hitler and a number of his followers committed suicide</li> <li>10. faced with overwhelming odds, the city's defenders finally surrendered on 2 May.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

Section 3 – European and World Contexts

PART J – The Cold War, 1945-1989

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
91.	<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. 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 <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and <b>should be awarded 1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint <b>should be awarded a second mark</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p><b>Possible points of comparison may include:</b></p> <p><b>Overall</b> - the sources agree about the reasons why a Cold War broke out between the Soviet Union and the USA</p> <table border="1" data-bbox="823 663 1418 1742"> <thead> <tr> <th data-bbox="823 663 1123 723">Source A</th> <th data-bbox="1123 663 1418 723">Source B</th> </tr> </thead> <tbody> <tr> <td data-bbox="823 723 1123 1084">(Once World War Two was over) relations between the two allies deteriorated, to be replaced by a climate of suspicion between America and the Soviet Union.</td> <td data-bbox="1123 723 1418 1084">As soon as the war ended the Soviet Union and the Americans developed open hostility towards each other.</td> </tr> <tr> <td data-bbox="823 1084 1123 1413">Soviet and American leaders held opposing ideological views...</td> <td data-bbox="1123 1084 1418 1413">(The new American President Truman and Soviet leader Stalin seemed hostile to one another and) this emphasised their ideological divisions.</td> </tr> <tr> <td data-bbox="823 1413 1123 1742">America’s decision to develop and use the atomic bomb against the Japanese without consulting the Soviets placed further strain on relations.</td> <td data-bbox="1123 1413 1418 1742">The tension at Potsdam was increased by America’s use of the atomic bomb against Japan.</td> </tr> </tbody> </table>	Source A	Source B	(Once World War Two was over) relations between the two allies deteriorated, to be replaced by a climate of suspicion between America and the Soviet Union.	As soon as the war ended the Soviet Union and the Americans developed open hostility towards each other.	Soviet and American leaders held opposing ideological views...	(The new American President Truman and Soviet leader Stalin seemed hostile to one another and) this emphasised their ideological divisions.	America’s decision to develop and use the atomic bomb against the Japanese without consulting the Soviets placed further strain on relations.	The tension at Potsdam was increased by America’s use of the atomic bomb against Japan.
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92.	<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. 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><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> 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 <b>up to 3 marks</b> for their interpretation of points from the source which support their judgement.</p> <p>Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement. A <b>maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Possible points from the source include:</b></p> <ol style="list-style-type: none"> <li>1. a new East German labour law, which stopped workers from going on strike, had led to growing unrest in the factories</li> <li>2. agriculture reforms had led to higher prices and food shortages</li> <li>3. all of this led to a massive increase in the numbers of refugees fleeing to the West</li> <li>4. in the six months up to June 1961, 103,000 East Germans had fled through Berlin.</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. in June 1961 the Soviet Premier Khrushchev raised tensions by threatening to end the existing four-power agreements guaranteeing American, British, and French rights to access West Berlin</li> <li>6. President Kennedy asked Congress for an additional \$3 billion to increase America's armed forces</li> <li>7. the Soviets accused the West of using Berlin as a centre of operations against East Germany and the Soviet Union</li> <li>8. In August 1961 the East German government took the decision to close the border between East and West Berlin</li> <li>9. East German troops and workers had begun to tear up streets running alongside the barrier to make them impassable to most vehicles, and to install barbed wire entanglements and fences around the three western sectors</li> <li>10. East Germans then started building a wall to separate the east and west of the city.</li> </ol> <p><b>Any other valid point of significant omission.</b></p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
93.		<p>Candidates can be credited in a number of ways <b>up to a maximum of 6 marks</b>. 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><b>Up to a maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> 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>	<p><b>6</b></p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. Cuban leader Castro had formed a close alliance with the Soviet Union which alarmed the USA</li> <li>2. Castro had angered American businesses by nationalising key Cuban industries</li> <li>3. there were fears that Castro would turn Cuba into a communist stronghold</li> <li>4. Kennedy was looking for an opportunity to take revenge against Castro after the failure of the Bay of Pigs incident</li> <li>5. Castro agreed to site Soviet missiles on Cuba which USA saw as a threat to US cities</li> <li>6. US spy planes took photographs of missile bases being constructed on Cuba</li> <li>7. Cuba was only a short distance from the American mainland so caused great concern in the USA</li> <li>8. an American U2 spy plane was shot down over Cuba further increasing tension</li> <li>9. America was furious at Soviets as they refused to remove their missiles from Cuba</li> <li>10. Soviet ships sailing towards the American blockade around Cuba with additional missiles increased the tension</li> <li>11. President Kennedy was under huge pressure to stand up to communist aggression</li> <li>12. American public opinion would not accept the presence of Soviet missiles on Cuba.</li> </ol> <p><b>Any other valid reason.</b></p>

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94.		<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><b>Up to 5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> awarded for each point. If <b>only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge. A <b>further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to <b>4 marks</b> should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:</p> <p><b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors).</p>	<b>9</b>	<table border="1"> <thead> <tr> <th>Possible factors</th> <th>Key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td>Vietcong tactics</td> <td> <ol style="list-style-type: none"> <li>1. Vietcong were expert in conducting guerrilla warfare</li> <li>2. Vietcong made full use of local knowledge /knowledge of the terrain</li> <li>3. Vietcong generally avoided large scale attacks/when they attacked it was with fanatical determination</li> <li>4. Vietcong travelled light carrying few supplies and basic weapons.</li> </ol> </td> </tr> <tr> <td>American soldiers</td> <td> <ol style="list-style-type: none"> <li>5. American soldiers were poorly trained and ill-equipped for jungle warfare/did not cope with the guerrilla tactics</li> <li>6. the draft system meant that there was a lack of experience among American forces</li> <li>7. American soldiers had low morale and lacked respect for their officers - reduced their combat effectiveness.</li> </ol> </td> </tr> <tr> <td>Opposition in USA</td> <td> <ol style="list-style-type: none"> <li>8. increasingly people in the USA were tired of the war/the war was wasting young American lives</li> <li>9. the media presented evidence of cruelty by American soldiers, war crimes such as the My Lai massacre, tactics of defoliation</li> </ol> </td> </tr> </tbody> </table>	Possible factors	Key points of knowledge to support this factor may include:	Vietcong tactics	<ol style="list-style-type: none"> <li>1. Vietcong were expert in conducting guerrilla warfare</li> <li>2. Vietcong made full use of local knowledge /knowledge of the terrain</li> <li>3. Vietcong generally avoided large scale attacks/when they attacked it was with fanatical determination</li> <li>4. Vietcong travelled light carrying few supplies and basic weapons.</li> </ol>	American soldiers	<ol style="list-style-type: none"> <li>5. American soldiers were poorly trained and ill-equipped for jungle warfare/did not cope with the guerrilla tactics</li> <li>6. the draft system meant that there was a lack of experience among American forces</li> <li>7. American soldiers had low morale and lacked respect for their officers - reduced their combat effectiveness.</li> </ol>	Opposition in USA	<ol style="list-style-type: none"> <li>8. increasingly people in the USA were tired of the war/the war was wasting young American lives</li> <li>9. the media presented evidence of cruelty by American soldiers, war crimes such as the My Lai massacre, tactics of defoliation</li> </ol>	
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95.		<p>Candidates can be credited in a number of ways <b>up to a maximum of 4 marks</b>. 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><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. A <b>second mark</b> should be awarded for each point that is developed, <b>up to a maximum of 4 marks</b>. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	<p><b>4</b></p>	<p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. a hotline between the Soviet and American leaders was established following the Cuban Missile Crisis</li> <li>2. the Non-Proliferation Treaty, which aimed to prevent the spread of nuclear weapons, was signed in 1968</li> <li>3. in 1971 Brezhnev announced the 'programme for peace' to improve relations between East and West</li> <li>4. war in Vietnam was scaled down and then ended in the early 1970s and this had a positive influence on superpower relations</li> <li>5. President Nixon's visit to Moscow in 1973 helped to reduce tension</li> <li>6. USA and USSR signed Helsinki Accords in 1975 to improve relations between the Communist bloc and the West</li> <li>7. both sides reached agreement to limit or reduce nuclear weapons - SALT II</li> <li>8. trade agreements between both sides helped to improve relations/USA begins to sell the USSR wheat in 1970s.</li> </ol> <p><b>Any other valid point of knowledge.</b></p>

[END OF SPECIMEN MARKING INSTRUCTIONS]

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**Change since last published:**

Edits to General Marking Principles in Marking Instructions.