National Qualifications 2025

2025 History

National 5

Question Paper Finalised Marking Instructions

© Scottish Qualifications Authority 2025

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments.

The information in this document may be reproduced in support of SQA qualifications only on a non-commercial basis. If it is reproduced, SQA must be clearly acknowledged as the source. If it is to be reproduced for any other purpose, written permission must be obtained from permissions@sqa.org.uk.

SQA ©

General marking principles for National 5 History

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

(a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.

(b) If a candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.

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

(d) (i) For credit to be given, points must relate to the question asked. Where candidates give points of knowledge without specifying the context, these should be rewarded unless it is clear that they do not refer to the context of the question. For example, *Some soldiers on the Western Front suffered from trench foot as they were unable to keep their feet dry.* (**1 mark for knowledge**, even though this does not specify that it relates to the Scottish soldiers)

(ii) There are six types of question used in this question paper. Each assesses a particular skill, namely.

A. Describe . . .
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. 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 point
- **a second mark** should be given for any reason that is developed, as in the following example.

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

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

C Questions that ask *To what extent* . . . or How important . . . or How successful . . . (9 marks)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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/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 1906–1914 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 instructions for each question

Section 1 — Scottish Contexts

PART A — The Wars of Independence, 1286-1328

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>1.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 5 marks.

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

A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing.

A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source.

A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.</td><td>5</td><td>Examples of aspects of the source and relevant comments:

<table>
<tr><th>Aspect of the source</th><th>Possible comment</th></tr>
<tr><td>Author: modern historian</td><td>Useful as they are a well-informed expert on the succession problem after the death of Alexander III.</td></tr>
<tr><td>Type of Source: textbook</td><td>Useful because the textbook will have been well-researched on the succession problem after the death of Alexander III.</td></tr>
<tr><td>Purpose: to inform</td><td>Useful as it provides detailed information about the problems Scotland faced after Alexander III’s death.</td></tr>
<tr><td>Timing: 1998</td><td>Useful as it has been written with the benefit of hindsight.</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>He left no immediate heirs behind as his children had died before him.</td><td>Useful because it is accurate (his children had all died before him).</td></tr>
<tr><td>Due to his death, six Guardians were chosen to run the country in the absence of a king.</td><td>Useful because it is accurate (six Guardians were chosen to look after the country).</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>
<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>His granddaughter Margaret was only three years old, which caused concern amongst the nobles.</td><td>Useful because it is accurate (his granddaughter was a very young girl).</td></tr>
</table>
Possible points of significant omission may include:
1. there was a fear of civil war due to rival claims to the throne
2. the future marriage of Margaret, Maid of Norway, could cause difficulties for Scotland
3. Margaret died in 1290, leaving no direct heirs
4. the Treaty of Birgham was meaningless after Margaret’s death, leading to potential threat from England
5. any other valid point of significant omission.
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.			*Candidates can be credited in a number of ways up to **a maximum of 4 marks**. They may take different perspectives on the events and may describe a variety of different aspects of the events.* Candidates must make a number of relevant, factual points. These do not have to be in any particular order. **1 mark** should be awarded for each accurate relevant key point of knowledge. **A second mark** should be awarded for each point that is developed, up to **a maximum of 4 marks.** Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).	**4**	**Possible points of knowledge may include:** 1. the Guardians of Scotland invited Edward I to select the next King of Scotland 2. Edward I forced the Guardians to meet him at Norham Castle 3. Edward I demanded the nobles of Scotland accept him as their overlord 4. Edward I gained temporary control of the most important royal castles of Scotland 5. Edward I judged thirteen competitors as the future King of Scotland 6. Edward I demanded that all the Competitors accept him as their overlord, which they agreed to 7. Edward I sought expert legal advice from England and abroad before making a decision 8. Edward I decided that John Balliol had the strongest claim to the throne and therefore would become King of Scotland 9. **any other valid point of knowledge.**

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>3.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

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

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.

Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</td><td>4</td><td>Possible points of comparison may include:
Overall — the sources disagree about Edward I as overlord of Scotland.

<table><tr><th>Source B</th><th>Source C</th></tr><tr><td>His claim of overlordship was accepted by some Scottish nobles because they wanted a stable kingship.</td><td>Edward’s claim of overlordship in Scotland was opposed by Scots nobles who said it was not justified.</td></tr><tr><td>Edward was a strong and just king who prevented chaos in Scotland which ensured security in the country.</td><td>Edward I was a tyrannical ruler who exploited Scotland, creating even more problems in the country.</td></tr><tr><td>Edward left Scotland alone to make its own legal decisions unless directly appealed to by Scottish nobles.</td><td>Edward I interfered with legal practices in Scotland which many Scots felt was an attempt to undermine Scotland’s independence.</td></tr></table></td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>4.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 6 marks.

Candidates must make a judgement about the extent to which the source provides a full explanation of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source:</th><th>Possible comment which shows the candidate has interpreted the key point(s):</th></tr>
<tr><td>1. He was a member of the lesser nobility who resented English control in Scotland.</td><td>Wallace did not like Scotland being controlled by England.</td></tr>
<tr><td>2. He wanted Scotland to maintain its own government as he believed in the independence of Scotland.</td><td>Wallace wanted to keep Scotland’s independence.</td></tr>
<tr><td>3. Wallace was loyal to King John Balliol and wished to see him restored to the throne of Scotland.</td><td>Wallace wanted John Balliol back on the throne of Scotland.</td></tr>
<tr><td>4. Bishop Wishart may also have encouraged Wallace to rebel to protect the Scottish Church from English influence.</td><td>Wallace may have been asked by Bishop Wishart to defend Scotland’s church against English interference.</td></tr>
</table>
Possible points of significant omission may include:
5. other small rebellions were taking place throughout Scotland and these may have inspired Wallace
6. the new treasurer of Scotland had raised taxes, which were unpopular with the Scots
7. Scots were angered that key roles were being taken by English administrators
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					8. the killing of the Sheriff of Lanark may have led Wallace to rebel as he was now an outlaw 9. it's possible Wallace was motivated by revenge for his partner 10. **any other valid point of significant omission.**

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.			*Candidates can be credited in a number of ways up to **a maximum of 6 marks**.* Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. Bruce murdered his main rival John Comyn, February 1306 2. Bruce gained the support of the Church in his bid for the Scottish Kingship, for example, Bishop Wishart 3. Bruce's use of guerrilla warfare allowed him to avoid full scale battles and build up support 4. Bruce captured Turnberry Castle in 1307 which allowed him to form an army 5. Bruce was able to focus on defeating Scottish opponents after defeating the English at Loudon Hill, 1307 6. Edward I's death led to his son, Edward II, temporarily abandoning the campaign against the Scots allowing Bruce to focus on his Scottish opponents 7. Bruce was fighting and capturing castles in the Great Glen which encouraged more Scots to join him 8. Bruce defeated the Comyn family and destroyed their lands in the north-east, removing them as a threat 9. many smaller families swore allegiance to Bruce in fear of being attacked by his forces 10. a propaganda campaign was launched in 1309 that justified Bruce's Kingship and won supporters 11. in 1314 the Pope recognised Bruce as King of Scots which legitimised his rule 12. Bruce's victory at the Battle of Bannockburn attracted additional support from Scots 13. **any other valid reason.**

Section 1 — Scottish Contexts

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

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>6.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 5 marks.

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

A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing.

A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source.

A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.</td><td>5</td><td>Examples of aspects of the source and relevant comments:

<table>
<tr><th>Aspect of the source</th><th>Possible comment</th></tr>
<tr><td>Author:
modern historian</td><td>Useful as they are well informed on the topic of Mary’s move to France.</td></tr>
<tr><td>Type of Source:
textbook</td><td>Useful as it is fact-checked and reliable about Mary’s move to France.</td></tr>
<tr><td>Purpose:
to inform</td><td>Useful as it will have detailed information about Mary’s move to France.</td></tr>
<tr><td>Timing:
2015</td><td>Useful as it is written with the benefit of hindsight.</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>Mary’s move to France began with the Earl of Arran persuading the Scottish Parliament to favour a French marriage for the Queen.</td><td>Useful as it is accurate (The Scottish Parliament agreed to the marriage to the French heir).</td></tr>
<tr><td>As a result, the Scots and French signed the Treaty of Haddington, which arranged for Mary’s travel to France to marry the Dauphin, Francis.</td><td>Useful as it is accurate (The Treaty of Haddington was signed, which arranged for Mary to marry Francis).</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>
<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>The French fleet sailed to Scotland to collect Mary and her four attendants before departing for France.</td><td>Useful as it is accurate (Mary left Scotland with four attendants).</td></tr>
</table>
Possible points of significant omission may include:
1. Mary was five years old when she moved to France
2. Mary’s attendants were known as ‘The Four Marys’
3. Mary left for France from Dumbarton castle
4. Mary of Guise remained in Scotland and became regent
5. Mary never saw her mother again
6. any other valid point of significant omission.
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
7.			*Candidates can be credited in a number of ways up to **a maximum of 4 marks**. They may take different perspectives on the events and may describe a variety of different aspects of the events.* Candidates must make a number of relevant, factual points. These do not have to be in any particular order. **1 mark** should be awarded for each accurate relevant key point of knowledge. **A second mark** should be awarded for each point that is developed, up to **a maximum of 4 marks.** Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).	**4**	**Possible points of knowledge may include:** 1. religion was an important part of daily life in Scottish society 2. the Catholic Church owned land which it rented out to ordinary people 3. the church was very wealthy compared to the poverty of most ordinary people 4. the nobles were rich, land-owning families 5. burghs were areas of the country which could hold a market 6. Royal Burghs were able to trade with foreign countries 7. craftsmen and women sold their goods at the market 8. the Mercat cross was in the centre of the town, where the market took place 9. **any other valid point of knowledge.**

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>8.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

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

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.

Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</td><td>4</td><td>Possible points of comparison may include:
Overall — the sources disagree about rebellion against Mary of Guise.

<table>
<tr><th>Source B</th><th>Source C</th></tr>
<tr><td>Overall, it was clear that Mary of Guise’s mishandling of the situation in 1559 was the main cause of rebellion against her.</td><td>However, it was not the events of 1559 but later developments with France that were the main reason why people turned against Mary of Guise.</td></tr>
<tr><td>In December 1557, the rebellious Lords of the Congregation sent Mary of Guise a set of ambitious requests, but a settlement seemed possible.</td><td>Any hopes that the requests of the Lords of the Congregation would be agreed were destroyed as a settlement became impossible.</td></tr>
<tr><td>However, Knox had returned to Scotland and more or less by accident, a religious rebellion had broken out.</td><td>The resulting religious rebellion was no accident, as people who supported reform began to gather weapons.</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>9.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 6 marks.

Candidates must make a judgement about the extent to which the source provides a full explanation of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. Her marriage caused a split with her half-brother Moray, who was important in keeping the nobles in check.</td><td>Moray fell out with Mary over her marriage to Darnley.</td></tr>
<tr><td>2. Other nobles also disliked Darnley and his family with the marriage causing division amongst the Lords.</td><td>Many nobles did not approve of the marriage which divided nobles.</td></tr>
<tr><td>3. Mary found her marriage to be an unhappy one as Darnley was regularly drunk and rude.</td><td>Darnley’s drunken behaviour made Mary’s marriage unhappy.</td></tr>
<tr><td>4. Darnley’s unsuccessful demands to become joint ruler with Mary made him resentful of his wife.</td><td>Darnley’s unsuccessful demands for the crown created tension with Mary.</td></tr>
</table>
Possible points of significant omission may include:
5. Elizabeth I protested strongly against the marriage, damaging Mary’s claim to the English throne
6. Moray, with Argyll and Chatelherault, mobilised against Mary, causing the threat of a rebellion against her</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					7. Scottish nobles convinced Darnley that Mary's secretary, Riccio, was too close to her, which enraged Darnley 8. a plot was hatched by Darnley's aides to kill Riccio, causing Mary to fear for her life 9. Mary never forgave Darnley for his role in the Riccio plot, and their relationship deteriorated further 10. **any other valid point of significant omission.**

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
10.			*Candidates can be credited in a number of ways up to **a maximum of 6 marks**.* Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. Mary was encouraging English Catholics to rebel against Elizabeth 2. Mary still claimed to be the true Queen of England, which was a threat to Elizabeth 3. Elizabeth no longer wanted to support Mary in her bid to regain the Scottish crown 4. Mary was implicated in plots to overthrow Elizabeth 5. the English Parliament had voted that Mary must face execution should there be any further plots against Elizabeth 6. the discovery of the Babington Plot provided clear evidence of Mary's intention to undermine Elizabeth 7. Walsingham gathered compelling evidence of Mary's guilt 8. Elizabeth knew that unless rebellions were crushed, she would face further resistance 9. Mary's trial was not fair, meaning that execution as a sentence was more likely 10. **any other valid reason.**

Section 1 — Scottish Contexts

PART C — The Treaty of Union, 1689–1715

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>11.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 5 marks.

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

A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing.

A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source.

A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.</td><td>5</td><td>Examples of aspects of the source and relevant comments:

<table>
<tr><th>Aspect of the source</th><th>Possible comment</th></tr>
<tr><td>Author:
modern historian</td><td>Useful because it is written by an expert on the problems faced by the Darien Scheme.</td></tr>
<tr><td>Type of Source:
textbook</td><td>Useful because it will have been well-researched on the problems faced by the Darien Scheme.</td></tr>
<tr><td>Purpose:
to inform</td><td>Useful because it gives evidence of the problems faced by the Darien Scheme.</td></tr>
<tr><td>Timing:
2014</td><td>Useful because it was written with the benefit of hindsight.</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>Disease was a common feature of life in Darien and a wide variety of deadly ones affected newcomers, such as smallpox and malaria.</td><td>Useful because it is accurate (disease was a problem for the Scottish colonists).</td></tr>
<tr><td>It soon became apparent that tropical storms and flooding made it difficult to produce food.</td><td>Useful because it is accurate (tropical weather conditions made it difficult to survive).</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>
<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>The limited trade between the Scots colonists and the local peoples made the issue of hunger worse.</td><td>Useful because it is accurate (Scots found it difficult to trade for food).</td></tr>
</table>

Possible points of significant omission may include:
1. poor planning meant that Scots had limited goods to trade
2. it was difficult for Scots to clear the jungle in the tropical heat
3. some Scots colonists tried to run away from the settlement
4. Spanish attacks made it difficult for the Scots to establish their colony
5. Scots were unable to use the support of the English colonies for supplies as they had been banned from offering help
6. any other valid point of significant omission.
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
12.			*Candidates can be credited in a number of ways up to **a maximum of 4 marks**. They may take different perspectives on the events and may describe a variety of different aspects of the events.* Candidates must make a number of relevant, factual points. These do not have to be in any particular order. **1 mark** should be awarded for each accurate relevant key point of knowledge. **A second mark** should be awarded for each point that is developed, up to **a maximum of 4 marks.** Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).	**4**	**Possible points of knowledge may include:** 1. there were several famines and crop failures 2. there was a shortage of money in the form of coins as Scotland had limited access to gold and silver 3. there were high taxes put on Scottish exports 4. woollen cloth trade with France was banned 5. King William's wars abroad led to a higher tax burden on Scotland 6. wealthy Scots took on unsustainable debt to fund expensive lifestyles 7. failure of Darien Scheme crippled the Scottish economy 8. **any other valid point of knowledge.**

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>13.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

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

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.

Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</td><td>4</td><td>Possible points of comparison may include:
Overall — the sources disagree about the attitudes of Scots to the Union.
<table><tr><th>Source B</th><th>Source C</th></tr><tr><td>Some Scots believed that Scotland’s economy would improve after the Union as their industries would benefit.</td><td>After Union the Scots were concerned the economy would be under threat as English merchants could dominate Scottish industries.</td></tr><tr><td>It was assumed that Scottish MPs being elected to the new British Parliament would increase Scottish influence over new laws.</td><td>Scottish MPs were worried that they would have limited power in Parliament as English MPs would make up the majority.</td></tr><tr><td>Religious Scots believed that the Union would secure the power of the Presbyterian Church in Scotland.</td><td>Many extreme Presbyterians believed that the Union would eventually lead to the reintroduction of bishops weakening the Presbyterian Church.</td></tr></table></td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>14.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 6 marks.

Candidates must make a judgement about the extent to which the source provides a full explanation of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. The Scottish Parliament feared that England intended war if Union did not pass because they had positioned troops at the border.</td><td>There was a belief England would invade Scotland by military force if they did not accept Union.</td></tr>
<tr><td>2. The opposition parties were not led well as Hamilton was often inconsistent in his opposition against Union.</td><td>Hamilton was not a good opposition leader to Union.</td></tr>
<tr><td>3. The Squadrone Volante held the balance of power, so their votes in support passed the Union.</td><td>The Squadrone had the power to pass the articles of Union they supported.</td></tr>
<tr><td>4. The Court Party managed to build up support for Union by starting debates with the most popular articles in support of Union.</td><td>The most accepted terms of Union were debated first.</td></tr>
</table>
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: 5. some MPs were promised promoted positions in the new British Parliament, so voted for Union 6. the Equivalent appeared to be compensation for taking on significant English debt, so improved the economic benefits of Union 7. the Scottish Commissioners were selected by the Queen to support Union, so managed the political process 8. £20,000 was supposedly sent as a bribe from the English treasury to keep support for the Union 9. Hamilton did not walk out of Parliament at an important point in the Union debates leading to some articles being passed 10. Scots were worried that if Union was not passed the English Parliament would reintroduce the Alien Act 11. **any other valid point of significant omission.**

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
15.			*Candidates can be credited in a number of ways up to **a maximum of 6 marks**.* Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. some Scots disliked George I as they did not think he was fit to rule as King, for example, his spending 2. Union had failed to deliver prompt economic prosperity to Scotland 3. there was a belief that the British Parliament was going to introduce more taxes on Scottish goods 4. Catholics wanted a return of the Stuarts and a Catholic King 5. Episcopalians thought the Stuarts would help to restore its position as the Church of Scotland 6. resentment at some landowners and Highland clans using forced recruitment to build an army 7. street disturbances in English towns led to the false belief that English and Welsh Jacobites would support a rebellion 8. Scottish Jacobites thought that the French would support a rebellion with troops and weapons 9. some Scottish Jacobites thought they could regain their political positions lost with Union 10. James (Old Pretender) promised to end the Union if he became king 11. Scottish Jacobites thought a rebellion would be successful because they knew Scottish military defences were weak 12. **any other valid reason.**

Section 1 — Scottish Contexts

PART D — Migration and Empire, 1830–1939

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>16.</td><td></td><td></td><td>
Candidates can be credited in a number of ways up to a maximum of 5 marks.

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

A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing.

A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source.

A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.
</td><td>5</td><td>
Examples of aspects of the source and relevant comments:
<table>
<tr><th>Aspect of the source</th><th>Possible comment</th></tr>
<tr><td>Author: modern historian</td><td>Useful as they are a well-informed expert on the reasons for immigration.</td></tr>
<tr><td>Type of Source: textbook</td><td>Useful because the textbook would have been well-researched on the reasons for immigration.</td></tr>
<tr><td>Purpose: to inform</td><td>Useful as it provides detailed information about the reasons why immigrants came to Scotland.</td></tr>
<tr><td>Timing: 2011</td><td>Useful as it has been written with the benefit of hindsight.</td></tr>
</table>
<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>Most of the Jewish people who emigrated to Scotland were fleeing economic hardship.</td><td>Useful because it is accurate (many Jewish people did emigrate due to economic difficulties).</td></tr>
<tr><td>The opportunity to leave their country had also improved because of the fast and reasonably cheap transport.</td><td>Useful because it is accurate (there was faster and cheaper transport which made emigrating easier).</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>
<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>Many Jewish people fled to Scotland from Germany in the 1930s as the Nazis increasingly persecuted them.</td><td>Useful because it is accurate (the Nazis persecuted Jewish people and forced them out of Germany).</td></tr>
</table>
Possible points of significant omission may include:
1. many wanted to escape rural poverty, for example, Italy, Lithuania
2. wages were believed to be better in Scotland
3. famine in Ireland forced many Irish to Scotland
4. some companies paid travel expenses and rent to attract workers, for example, jute mills in Dundee, iron makers in Coatbridge
5. any other valid point of significant omission.
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
17.			*Candidates can be credited in a number of ways up to **a maximum of 4 marks**. They may take different perspectives on the events and may describe a variety of different aspects of the events.* Candidates must make a number of relevant, factual points. These do not have to be in any particular order. **1 mark** should be awarded for each accurate relevant key point of knowledge. **A second mark** should be awarded for each point that is developed, up to **a maximum of 4 marks.** Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).	**4**	**Possible points of knowledge may include:** 1. heavy industries were stimulated by demand from Empire, for example, engineering 2. skilled workers were lost to jobs in other countries in the Empire 3. Clyde shipyards produced much of the shipping needed to trade goods and carry passengers to the Empire 4. thousands of railway locomotives were produced in Scotland, for example, exported to India, Canada, New Zealand 5. profits from trade with the Empire were also used to develop chemical industries and textiles, creating more jobs in Scotland 6. cheap food imports from the Empire affected Scots farmers negatively, for example, wheat from Canada, lamb from Australia 7. competition for Scottish goods and products, for example, sheep farming in New Zealand and Australia, linen and jute industry in India 8. **any other valid point of knowledge.**

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>18.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

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

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.

Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</td><td>4</td><td>Possible points of comparison may include:
Overall — the sources disagree about the attitude of Scots towards Italian immigrants.

<table>
<tr><th>Source B</th><th>Source C</th></tr>
<tr><td>Some Scots felt that the Italian community had a positive impact on Scottish traditions.</td><td>Italians experienced some hostility from Scots who felt they were a bad influence on Scottish traditions.</td></tr>
<tr><td>Italian cafes opening on Sundays made Scots happy because they provided somewhere to socialise other than the local pub.</td><td>Italian cafes began opening on Sundays which angered Church leaders in Scotland and the religious community of Scots.</td></tr>
<tr><td>The lack of economic challenge from Italian immigrants meant many were welcomed into Scottish society in north-east Scotland.</td><td>Not many Italians were welcomed into Scottish society as some Scots saw them as setting up businesses that challenged Scottish businesses.</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>19.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 6 marks.

Candidates must make a judgement about the extent to which the source provides a full explanation of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. The promise of cheap land was a powerful motivation for many Scots.</td><td>Many Scots were attracted by the prospect of cheap land.</td></tr>
<tr><td>2. The growing middle classes were attracted by higher wages and better working conditions abroad.</td><td>Higher wages and better working conditions appealed to the middle classes.</td></tr>
<tr><td>3. The fact that there was a support network of fellow Scots abroad made people less worried about moving.</td><td>The existence of a support network encouraged Scots to move.</td></tr>
<tr><td>4. Countries such as Canada put a lot of effort into attracting Scots through agents, posters and other advertising.</td><td>Countries tried to encourage Scots to move by showing positive reasons to do so through posters, agents and adverts.</td></tr>
</table>
Possible points of significant omission may include:
5. letters home from Scots who had emigrated encouraged others to join them
6. the Highland Clearances forced people from their homes and lands
7. charities often provided financial support to help people emigrate, for example, the British Women’s Emigration Association helped middle class educated women emigrate
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					8. more affordable travel encouraged people to emigrate 9. landowners provided funds for those who wanted to emigrate 10. The Empire Settlement Act of 1922 gave assistance to support emigration 11. **any other valid point of significant omission.**

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
20.			*Candidates can be credited in a number of ways up to **a maximum of 6 marks**.* Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. Scots introduced new farming techniques and crops, which helped improve agricultural productivity, for example, sheep farming in New Zealand 2. Scots were generally well educated and so found roles in running the empire 3. Scots had an advantage as English speakers in developing their careers in the empire 4. Scots were involved in the construction of railways, helping the development of transport links, for example, George Stephen helped to establish the Canadian Pacific Railroad 5. Scots established schools and universities, contributing to the growth of education, for example, John Dunmore Lang opened the Australian College 6. Scots had significant roles in the banking industry, which helped grow the financial sector 7. Scots were actively involved in politics, contributing to the shaping of political institutions and policies, for example, Peter Fraser helped to found the New Zealand Labour Party in 1916 8. Scots introduced new cultural traditions, which enriched the cultural landscape, for example, Caledonian Societies were established to celebrate Scottish heritage 9. Scots played a role in oppressing local populations, for example, brutal assaults on Aboriginal Australians, causing harm 10. Scots played a role in suppressing native culture, for example, forcing the children of native peoples to attend residential schools 11. Scots deprived native peoples of their land, for example, Treaty of Waitangi, New Zealand 12. Scots played a large role in spreading religion and social aid as Christian missionaries 13. **any other valid reason.**

Section 1 — Scottish Contexts

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

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>21.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 5 marks.

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

A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing.

A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source.

A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.</td><td>5</td><td>Examples of aspects of the source and relevant comments:

<table>
<tr><th>Aspect of the source</th><th>Possible comment</th></tr>
<tr><td>Author:
modern historian</td><td>Useful as they are a well-informed expert on recruitment.</td></tr>
<tr><td>Type of Source:
textbook</td><td>Useful as the textbook will be well-researched about recruitment.</td></tr>
<tr><td>Purpose:
to inform</td><td>Useful as it is intended to give accurate information about recruitment.</td></tr>
<tr><td>Timing:
2022</td><td>Useful as it was written with the benefit of hindsight.</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>Scottish people responded to calls for recruitment in large numbers and by 1915, 13% of British recruits were Scots.</td><td>Useful because it is accurate (Scots did join up in large numbers).</td></tr>
<tr><td>Scots from all backgrounds, professions, and classes chose to join the army.</td><td>Useful because it is accurate (people from all backgrounds joined the army).</td></tr>
<tr><td>Many Scots volunteered because they joined military units connected to their work, like the Glasgow HLI battalions.</td><td>Useful because it is accurate (many Scots joined up in large groups with friends from work).</td></tr>
</table>
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: 1. some Scots joined because of a sense of adventure 2. some joined up because of peer pressure 3. some Scots joined up in response to propaganda 4. many Scots who volunteered came from the west of Scotland 5. **any other valid point of significant omission.**

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
22.			*Candidates can be credited in a number of ways up to **a maximum of 4 marks**. They may take different perspectives on the events and may describe a variety of different aspects of the events.* Candidates must make a number of relevant, factual points. These do not have to be in any particular order. **1 mark** should be awarded for each accurate relevant key point of knowledge. **A second mark** should be awarded for each point that is developed, up to **a maximum of 4 marks.** Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).	**4**	**Possible points of knowledge may include:** 1. soldiers had to live in trenches which were often muddy 2. soldiers often experienced 'trench foot' 3. soldiers were bothered by rats in the trenches 4. soldiers experienced lice in their clothes, for example, kilts 5. soldiers often experienced diseases, for example, typhus 6. soldiers experienced boredom 7. some soldiers experienced 'shellshock' 8. soldiers experienced dangers like bombardments from artillery 9. **any other valid point of knowledge.**

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>23.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

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

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.

Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</td><td>4</td><td>Possible points of comparison may include:
Overall — the sources disagree on the impact of Defence of the Realm Act on people’s lives.

<table>
<tr><th>Source B</th><th>Source C</th></tr>
<tr><td>People at home had limited access to news and did not always know what was happening at the front.</td><td>Additionally, many Scots received news from returning friends or family telling them what things were like at the front.</td></tr>
<tr><td>Many Scots found it more difficult to travel around Scotland because of transport restrictions.</td><td>Everyday travel in Scotland was unaffected by the restrictions of DORA.</td></tr>
<tr><td>DORA also controlled people’s leisure time and made several popular activities illegal.</td><td>However, DORA did not have much of an impact on people’s free time, as many of the restrictions were focused on less common hobbies.</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>24.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 6 marks.

Candidates must make a judgement about the extent to which the source provides a full explanation of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. The war caused a sharp increase in demand for shipping, and skilled workers were needed in large numbers.</td><td>There was an increased demand for workers with key skills needed to produce wartime goods.</td></tr>
<tr><td>2. The government took control of several large and important workplaces, controlling shift patterns and orders.</td><td>The government controlled some working routines.</td></tr>
<tr><td>3. Wartime rules also determined where workers could work, and they needed a leaving certificate to move jobs.</td><td>The government controlled where some people worked.</td></tr>
<tr><td>4. For the first time, some women were able to get skilled jobs in industries like engineering.</td><td>Some women were able to get jobs requiring skills.</td></tr>
</table>
Possible points of significant omission may include:
5. women were required to work in munition factories to meet war demand
6. many women worked in industry to replace male workers
7. many women took up new work in farming or food production
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					8. workers in essential industries were banned from going on strike 9. there was an increase in demand for industrial workers, for example, jute, shipbuilding 10. **any other valid point of significant omission.**

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
25.			*Candidates can be credited in a number of ways up to **a maximum of 6 marks**.* Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. violent campaigning of the Suffragettes pressured the government into extending the franchise 2. actions like force-feeding created sympathy for women getting the vote 3. Suffragette threats to restart their violent campaign post-war pressured the government into extending the franchise 4. peaceful campaigning of the Suffragists convinced many politicians women deserved the vote 5. some felt the vote was a fair reward for women's war work 6. women's war work convinced some politicians that women were 'responsible' enough to get the vote 7. women had become increasingly involved in local politics so giving some a national vote seemed 'fair' 8. the government felt it had to enfranchise most men over 19 as a reward for war service 9. many felt Britain needed to extend the franchise to follow the example of other countries 10. the post-war government hoped that if they extended the franchise, new voters might vote for them 11. **any other valid reason.**

Section 2 —British contexts

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

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>26.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 9 marks.

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

Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark 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.

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:
• 1 mark for an introduction (which places the question in its historical context or outlines relevant factors)
• 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors)
• 1 mark for a conclusion with a valid judgement (or overall summary)
• 1 mark for a reason in support of the judgement (a summary cannot be supported).</td><td>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Mistakes made by Harold II</td><td>1. Harold rushed to fight William when he wasn't prepared
2. Harold's remaining army was battle weary from Stamford Bridge
3. Harold had to rebuild his army with peasants and farmers
4. Harold marched his tired army a long distance to meet William, for example, around 190 miles south</td></tr>
<tr><td>William's leadership</td><td>5. William had fought in many battles in France and was an experienced leader
6. his army was better equipped with archers and cavalry
7. William raided towns in England so his army were well fed and rested
8. William boosted morale by lifting his helmet in battle to show he was still alive
9. the false retreat by the Normans weakened the English wall</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Favourable circumstances</td><td>10. wind direction in the Channel meant William didn’t arrive in summer where he would have faced a larger English army
11. Harald Hardrada’s invasion happened just before William’s, which meant Harold had to face two enemies at the same time
12. Harold was killed in battle which reduced English morale</td></tr>
<tr><td>Other factors</td><td>13. any other valid point.</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>27.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 6 marks.

Candidates must make a judgement about the extent to which the source provides a full description of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. In 1170, four knights sailed from France, with the task of killing the archbishop.</td><td>Four knights travelled from France to kill Becket.</td></tr>
<tr><td>2. After their arrival, the knights chased Becket, who ran into Canterbury Cathedral.</td><td>Becket was chased into the cathedral by the knights.</td></tr>
<tr><td>3. One knight struck Becket while he lay on the altar.</td><td>Becket was attacked at the front of the cathedral.</td></tr>
<tr><td>4. The remaining knights then attacked and slaughtered him on the cathedral floor.</td><td>Becket was killed by the knights.</td></tr>
</table>
Possible points of significant omission may include:
5. King Henry reportedly gave the instruction for Becket to be killed
6. the knights arrived on 29 December
7. the knights tried to drag Becket outside to avoid killing him in the cathedral
8. his blood and brains were spread across the floor
9. any other valid point of significant omission.
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>28.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 5 marks.

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

A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing.

A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source.

A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.</td><td>5</td><td>Examples of aspects of the source and relevant comments:

<table>
<tr><th>Aspect of the source</th><th>Possible comment</th></tr>
<tr><td>Author:
a monk</td><td>Useful as an eyewitness to the important role of the Church.</td></tr>
<tr><td>Type of Source:
chronicle</td><td>Useful as it is a written account which provides detail of the importance of the Church.</td></tr>
<tr><td>Purpose:
to record</td><td>Useful as key events would be included to document the importance of the Church.</td></tr>
<tr><td>Timing:
1137</td><td>Useful as it is from the time when the Church was important.</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>Through a harsh winter, the Church provided food for the people in the community who would have otherwise starved.</td><td>Useful as it is accurate (the Church provided charity for people in the form of food).</td></tr>
<tr><td>Many people in the village also rented farmland from the Church, which owned significant estates.</td><td>Useful as it is accurate (the Church rented land to the people).</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>
<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>Others in the village were employed by the Church as labourers and they received a regular wage for working on the land.</td><td>Useful as it is accurate (the Church employed people).</td></tr>
</table>
Possible points of significant omission may include:
1. the Church performed key ceremonies to celebrate people’s lives
2. the Church provided education for young boys
3. the Church taught people how to be good Christians
4. key figures in the Church would act as advisors to the King
5. the Church collected taxes from people
6. any other valid point of significant omission.
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
29.			*Candidates can be credited in a number of ways up to **a maximum of 6 marks**.* Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. large numbers of the population died, for example, one third died 2. some families struggled to make a living 3. peasants demanded higher wages because there were fewer of them to do the work 4. farms were left abandoned as peasants moved to seek higher wages 5. the feudal system collapsed as peasants left their lord's land 6. some peasants were able to buy their freedom from their lord due to the increase in wages 7. tension increased between landowners and peasants as the Statute of Labourers prevented wages from increasing 8. anti-Semitism increased as Jews were falsely blamed for the spread of the Black Death 9. lords improved working conditions and services to prevent their labourers from leaving 10. slump in trade between counties had an impact on the national and local economies 11. wars were put on hold due to the lack of soldiers to fight 12. **any other valid reason.**

Section 2 — British contexts

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

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>30.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 9 marks.

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

Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark 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.

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:
• 1 mark for an introduction (which places the question in its historical context or outlines relevant factors)
• 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors)
• 1 mark for a conclusion with a valid judgement (or overall summary)
• 1 mark for a reason in support of the judgement (a summary cannot be supported).</td><td>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Religion</td><td>1. Millenary Petition (1603) — demands for change over Church of England practices were rejected by James
2. Bancroft’s Canons — licensed by James but annoyed the clergy
3. Direction of Preachers (1622) — gave bishops more control which concerned Puritans
4. James was perceived to have Catholic sympathies which concerned Puritans, for example, marriage alliance with France
5. James’ Book of Sports was objected to by Puritans as it gave activities for people to do after church on Sundays</td></tr>
<tr><td>Revenue</td><td>6. Parliament was concerned at the extravagant spending by James
7. Bates Case (1606) — James’ policy on collection of impositions was challenged in court
8. Great Contract (1610) — Parliament was dismissed over financial arguments</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>King’s personality</td><td>9. James was criticised for favouring leisure pursuits over the business of government
10. concerns over his obsessions and favouritism of certain people and giving them power in government</td></tr>
<tr><td>Political issues</td><td>11. 1604 Parliament was dismissed over their disagreement with James’ plans to unite Scotland and England as one country
12. James’ decision to rule without Parliament from 1614 to 1621</td></tr>
<tr><td>Other factors</td><td>13. any other valid point.</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>31.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 6 marks.

Candidates must make a judgement about the extent to which the source provides a full description of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. Parliament granted Charles money to intercept Spanish treasure fleets returning from their American colonies.</td><td>Charles sent ships to attack Spanish ships returning to Spain from their American colonies.</td></tr>
<tr><td>2. The next step was to attack towns on the Spanish coast to try to weaken their economy.</td><td>Charles sent ships to attack Spanish towns in order to weaken their economy.</td></tr>
<tr><td>3. 105 ships and 15,000 sailors and soldiers set sail for Cadiz in October 1625.</td><td>Many ships and soldiers set sail for Spain in October 1625.</td></tr>
<tr><td>4. The expedition was a disaster with over half the ships and men being lost in the failed attempt to attack Spain.</td><td>The expedition failed with half the fleet and men lost in the attack on Spain.</td></tr>
</table>
Possible points of significant omission may include:
5. Charles made a diplomatic alliance with France through his marriage
6. Charles’ favourite, Buckingham, made repeated errors in foreign policy leading to conflict with Parliament
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					7. Charles sent English troops to Denmark in 1626 to invade Northern Germany, but they were beaten 8. failed expedition to La Rochelle and Ile de Rhe in 1627 to support the Protestant Huguenots 9. **any other valid point of significant omission.**

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>32.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 5 marks.

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

A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing.

A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source.

A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.</td><td>5</td><td>Examples of aspects of the source and relevant comments:

<table>
<tr><th>Aspect of the source</th><th>Possible comment</th></tr>
<tr><td>Author:
Members of the House of Lords</td><td>Useful as they were personally involved in opposition to Charles’ religious policies.</td></tr>
<tr><td>Type of Source:
petition</td><td>Useful as it is a formal and detailed account of Scottish opposition.</td></tr>
<tr><td>Purpose:
to persuade</td><td>Useful as it shows how Parliament tried to change Charles’ religious policies in Scotland.</td></tr>
<tr><td>Timing:
1640</td><td>Useful as it is during the time of opposition to Charles’ religious policies in Scotland.</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>We object to the innovations in religion especially the canons imposed upon the Scottish clergy and other subjects.</td><td>Useful because it is accurate (Laud’s Canons were not supported by some Scots).</td></tr>
<tr><td>We are displeased with the appointment of Laud as Archbishop of Canterbury, who is too close to the Church of Rome.</td><td>Useful because it is accurate (appointment of Laud was opposed by some Scots).</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>
<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>The promotion of Arminian Bishops and others outside the religion established by law is not acceptable.</td><td>Useful because it is accurate (some Scots objected to the high church style of Arminian Bishops).</td></tr>
</table>
Possible points of significant omission may include:
1. some Scots worried that the Act of Revocation would enrich the Kirk
2. Laud’s Prayer Book was introduced in Scotland and heavily opposed, for example, St Giles Riot
3. Covenant was created in Scotland to preserve the purity of the Kirk
4. the Covenanters invaded England during the Bishops Wars (1639–1640) to pre-empt plans Charles had made to send troops to Scotland
5. any other valid point of significant omission.
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
33.			*Candidates can be credited in a number of ways up to **a maximum of 6 marks**.* Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. some were forced to join the Parliamentarians as the Parliamentary Militia Ordnance allowed heads of militias to raise conscripts in each county 2. some were forced to join the Royal Army as the King's Commissions of Array allowed the crown to raise conscripts 3. some decided which side to join based on which army recruited them first 4. those who resented the King's religious reforms were supportive of Parliament 5. those who disliked Puritan prohibitions on church services and ceremonies joined with the Royalists 6. some were supportive of Parliament for political reasons, for example, wanting to protect Parliament from the King's desire to be an absolute monarch 7. geographical reasons, for example, Londoners were adversely affected by the economic policies of Charles and supported Parliament 8. among the peerage and the gentry, the majority favoured the King because they saw him as the protector of the established social order 9. **any other valid reason.**

Section 2 — British contexts

PART C — The Trade in Enslaved African People, 1770–1807

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>34.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 9 marks.

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

Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark 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.

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:
• 1 mark for an introduction (which places the question in its historical context or outlines relevant factors)
• 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors)
• 1 mark for a conclusion with a valid judgement (or overall summary)
• 1 mark for a reason in support of the judgement (a summary cannot be supported).</td><td>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Population loss</td><td>1. millions of Africans were taken from Africa
2. loss of young men and women led to fewer children
3. fewer people left to work the land</td></tr>
<tr><td>Culture</td><td>4. there was a loss of cultural traditions which were not being passed down generations
5. loss of skilled craftspeople meant skills died out, for example, carved ivory statues</td></tr>
<tr><td>Economy</td><td>6. cheap European goods stopped African goods being made
7. large areas of land were left uncultivated</td></tr>
<tr><td>War and conflict</td><td>8. trade in enslaved Africans encouraged conflict due to wealth made from enslavement
9. introduction of guns made tribal wars more violent</td></tr>
<tr><td>Plantations in the Caribbean</td><td>10. diseases and enslavement killed native peoples, for example, the Arawaks</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td></td><td>11. large areas of the natural environment were ruined to make way for the sugar cane
12. the trade in enslaved people caused an overreliance on sugar production, damaging the economy.</td></tr>
<tr><td>Other factors</td><td>13. any other valid point.</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>35.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 6 marks.

Candidates must make a judgement about the extent to which the source provides a full description of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.
A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. Caribbean rum consumption rose, leading to the development of the alcohol trade in Britain.</td><td>Alcohol from the Caribbean led to the growth in this industry.</td></tr>
<tr><td>2. Profits gained in Glasgow from sugar and tobacco helped fund the development of the chemical industry in Scotland.</td><td>The chemical industry in Scotland started because of the money gained from the trade in enslaved Africans.</td></tr>
<tr><td>3. The Caribbean trade encouraged the growth of the cotton industry in Lancashire.</td><td>The cotton industry in Lancashire was able to grow because of cotton.</td></tr>
<tr><td>4. The fishing industry benefitted from the Caribbean trade as it grew due to the need for salt fish for use in the voyages.</td><td>The fishing industry grew due to the need for more food on the voyages.</td></tr>
</table>
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: 5. new industries related to the Caribbean trade led to a growth in the economy, for example, coffee houses, glass making in Bristol 6. many new jobs were created by the Caribbean trade, for example, rope makers 7. iron founding grew to make products for the Caribbean trade, for example, guns 8. insurance companies grew, for example, Lloyds of London 9. the finance industry grew rapidly as a result of the Caribbean trade, for example, Barings Bank, which was used by merchants, made London the financial capital of Britain 10. Liverpool became a centre for building ships for the Caribbean trade 11. **any other valid point of significant omission.**

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>36.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 5 marks.

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

A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing.

A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source.

A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.</td><td>5</td><td>Examples of aspects of the source and relevant comments:

<table>
<tr><th>Aspect of the source</th><th>Possible comment</th></tr>
<tr><td>Author:
a visitor to the Caribbean</td><td>Useful as he was an eyewitness of the living and working conditions on plantations.</td></tr>
<tr><td>Type of Source:
letter</td><td>Useful as it is more likely to be an honest account of the living and working conditions observed by the visitor.</td></tr>
<tr><td>Purpose:
to inform</td><td>Useful as it was written to show how enslaved people were treated and likely to be accurate.</td></tr>
<tr><td>Timing:
1789</td><td>Useful as it was written at the time of enslavement in the Caribbean.</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>There, it was very common for the slaves to be branded with the initials of their owner’s name.</td><td>Useful as it is accurate (enslaved people were branded by their owners).</td></tr>
<tr><td>I saw many slaves being punished harshly with instruments of torture such as thumb screws.</td><td>Useful as it is accurate (enslaved people were punished harshly).</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>
<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>I watched slaves working from dusk until dawn to dusk on the sugar</td><td>Useful as it is accurate (enslaved people would work long days).</td></tr>
</table>
Possible points of significant omission may include:
1. other forms of punishment, for example, whipping
2. enslaved people had to work in extreme heat
3. enslaved people lived in basic huts
4. enslaved people were given a poor diet
5. any other valid point of significant omission.
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
37.			*Candidates can be credited in a number of ways up to **a maximum of 6 marks**.* Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and a **second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. Clarkson travelled the country showing people the equipment used which horrified people and made them turn against the trade in enslaved Africans 2. Wilberforce spent many years putting forward bills to abolish the trade in enslaved Africans, gradually changing politicians' minds 3. formerly enslaved people wrote autobiographies, which helped to change people's minds about the treatment they received 4. women started boycotting trade products which raised awareness for abolitionists 5. John Newton preached against the trade in enslaved Africans, and he was very influential 6. Wedgwood created an emblem for the campaign which gained support from those who could not read 7. petitions against the trade in enslaved Africans encouraged many people to take part in the abolition campaign 8. MPs were changing their minds about the trade in enslaved Africans due to diminishing profits 9. opportunities for cheaper goods from India meant there was no need to use plantation labour in the Caribbean, for example, sugar 10. fear over the threat of rebellion in the Caribbean meant MPs wanted to withdraw from the Caribbean trade 11. poetry created by abolitionists led to more people being aware of the abolitionist campaign, for example, *Slavery* by Hannah More 12. religious groups were very important in organising campaigns for the abolition of the trade in enslaved Africans, for example, the Quakers 13. **any other valid reason.**

Section 2 —British contexts

PART D — Changing Britain, 1760–1914

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>38.</td><td></td><td></td><td>
Candidates can be credited in a number of ways up to a maximum of 9 marks.

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

Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark 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.

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:
• 1 mark for an introduction (which places the question in its historical context or outlines relevant factors)
• 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors)
• 1 mark for a conclusion with a valid judgement (or overall summary)
• 1 mark for a reason in support of the judgement (a summary cannot be supported).
</td><td>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Medical advances</td><td>1. development of the smallpox vaccination, reducing the spread of disease, for example, Edward Jenner
2. development of anaesthetics, improving surgical procedures, for example, James Young Simpson
3. development of antiseptic procedures, cutting the risk of infection, for example, Joseph Lister
4. improvements made in cleanliness and safety in hospitals, reducing infection
5. doctors and nurses had a greater understanding of the causes of disease, so treatment improved</td></tr>
<tr><td>Piped water supply</td><td>6. understanding of the connection between water contamination and cholera, so there was better understanding of the disease, for example, John Snow
7. piped water supply to towns and cities improved health, for example, Loch Katrine</td></tr>
<tr><td>Public health</td><td>8. Public Health Acts forced councils to carry out improvements to living conditions, for example, 1875 Public Health Act</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td></td><td>9. sewage systems were put in place which reduced disease
10. appointment of a Medical Officer of Health in every area ensured issues were highlighted
11. legislation allowed for slum clearances</td></tr>
<tr><td>Other factors</td><td>12. any other valid point.</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>39.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 6 marks.

Candidates must make a judgement about the extent to which the source provides a full description of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. To reduce suffocation and explosions, electric fans were introduced from 1860.</td><td>Electric fans decreased suffocation and explosions.</td></tr>
<tr><td>2. The likelihood of explosions was also reduced when the Davy Safety Lamp was invented in 1815.</td><td>The risk of explosions was reduced by the introduction of the safety lamp.</td></tr>
<tr><td>3. Electricity later replaced the need for lamps, providing power across the mines.</td><td>Electricity was introduced to mines, reducing the need for lamps.</td></tr>
<tr><td>4. Metal pit props gradually replaced wood, which reduced cave-ins as they did not rot or collapse.</td><td>The risk of cave-ins was reduced by metal props.</td></tr>
</table>
Possible points of significant omission may include:
5. steam engines were used to pump out water
6. the electric coal cutting machine was introduced (in 1891)
7. pulleys powered by steam, electricity, or compressed air were introduced to move coal
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					8. electricity was used to raise heavier amounts of coal out of the mine 9. railways were used to move coal underground and on the surface 10. the Mines Acts improved safety and working conditions for all workers in the mines, for example, women, children 11. **any other valid point of significant omission.**

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>40.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 5 marks.

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

A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing.

A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source.

A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.</td><td>5</td><td>Examples of aspects of the source and relevant comments:

<table>
<tr><th>Aspect of the source</th><th>Possible comment</th></tr>
<tr><td>Author:
railway builder Robert Stephenson</td><td>Useful as he was an eyewitness to the impact of railways on society and economy.</td></tr>
<tr><td>Type of Source:
speech</td><td>Useful as this reflects the views of a railway builder.</td></tr>
<tr><td>Purpose:
to promote the building of railways</td><td>Useful as it will outline positive impacts of the railway on society and economy.</td></tr>
<tr><td>Timing:
1856</td><td>Useful as it was written at the time of railway boom.</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>The railways employ over 90,000 officers and workers across the network.</td><td>Useful as it is accurate (railways employed many people).</td></tr>
<tr><td>The train engines consume 2,000,000 tonnes of coal annually, benefiting our coal mines.</td><td>Useful as it is accurate (railways were beneficial to the coal industry).</td></tr>
<tr><td>Weekly newspapers and Government papers can now be delivered across the country in much shorter time.</td><td>Useful as it is accurate (railways allowed newspapers and news to travel the country).</td></tr>
</table>
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: 1. railways made cheap day trips possible 2. fresh food could now be transported more quickly 3. canal companies could not compete with the speed and cost of the railway 4. GMT was created through the standardisation of railway timetables 5. **any other valid point of significant omission.**

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
41.			*Candidates can be credited in a number of ways up to **a maximum of 6 marks**.* Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. there was demand for reform from the middle classes, who felt that they should be included in deciding the government 2. rural and industrial areas were not equally represented, so there was a demand for reform, for example, Manchester and Birmingham 3. rotten boroughs existed which were seen as unequal representation 4. the Chartists campaigned for wider reform following the 1832 Reform Act 5. politicians were worried about unrest unless there was democratic reform, for example, 1867 6. working class voters were seen as worthy of the vote after their support for the Union cause in the American Civil War 7. political parties realised they could gain support by passing reforms, for example, Benjamin Disraeli and the Tory party 8. peaceful protests led to pressure on government for reform, for example, Reform Union 9. it was recognised that voters in counties deserved the same political rights as those in the boroughs, for example, the 1884 Reform Act 10. **any other valid reason.**

Section 2 —British contexts

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

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>42.</td><td></td><td></td><td>
Candidates can be credited in a number of ways up to a maximum of 9 marks.

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

Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark 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.

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:
• 1 mark for an introduction (which places the question in its historical context or outlines relevant factors)
• 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors)
• 1 mark for a conclusion with a valid judgement (or overall summary)
• 1 mark for a reason in support of the judgement (a summary cannot be supported).
</td><td>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Reports of Booth and Rowntree</td><td>1. Booth’s report showed that about a third of the population of London were living in poverty which caused shock
2. Booth’s report showed that poverty was not always the fault of the individual which helped change laissez-faire attitudes
3. Rowntree’s report showed that just below 30% of the population of York were living in poverty which provided further evidence on the problem of poverty
4. Rowntree’s report proved that poverty was a problem throughout Britain and more had to be done to tackle this</td></tr>
<tr><td>Popular concern over poverty</td><td>5. popular writing was drawing attention to the problem of poverty
6. high levels of unfit army recruits led to concern that more had to be done for the poor</td></tr>
</table>
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question

Possible factors:	Key points of knowledge to support this factor may include:
	7. government reports highlighted the problem of high levels of poverty amongst children and encouraged more action
Increasing democracy	8. more members of the working class now had the vote which made political parties more open to discussing the problems of the poor 9. increased support for Labour drew more attention to the problems of the poor
Foreign Influence	10. Germany had already passed reforms to help improve the lives of their people and Britain did not want to fall behind their competitors
New Liberalism	11. new Liberals such as David Lloyd George and Winston Churchill were influential in encouraging more sympathetic attitudes to the problem of poverty
Other factors	12. **any other valid point.**

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>43.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 6 marks.

Candidates must make a judgement about the extent to which the source provides a full description of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. In 1906, the Free School Meals Act was introduced and by 1910, over 9 million meals were being provided.</td><td>Millions of children were given free school meals.</td></tr>
<tr><td>2. However, the Act did not make it compulsory for all school boards which meant that some children were still going hungry.</td><td>Local authorities did not have to provide meals at school.</td></tr>
<tr><td>3. Also, children only received meals during term time, often becoming malnourished during the school holidays.</td><td>Children only got meals during term-time so were often hungry during school holidays.</td></tr>
<tr><td>4. By 1914, all local authorities were forced to offer free school meals which ensured that most children were being provided for.</td><td>All local authorities became obligated to provide meals by 1914 so most children received them.</td></tr>
</table>
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: 5. prior to 1914, some parents were still expected to pay for school meals, but many could not afford this 6. medical inspections helped to identify ill health amongst children and possible treatment, for example, 1907 Medical Inspections Act 7. many parents could not afford necessary medical treatment for their children so illnesses would often go untreated 8. the Children's Charter introduced reforms to protect the welfare of children, for example, borstals 9. the terms of the Children's Charter were difficult to enforce, for example, the restrictions on alcohol and tobacco 10. **any other valid point of significant omission.**

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>44.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 5 marks.

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

A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing.

A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source.

A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.</td><td>5</td><td>Examples of aspects of the source and relevant comments:

<table>
<tr><th>Aspect of the source</th><th>Possible comment</th></tr>
<tr><td>Author:
British politician</td><td>Useful as they will have been an eyewitness to the recommendations of the Beveridge Report.</td></tr>
<tr><td>Type of Source:
speech</td><td>Useful as it will contain relevant details about the recommendations of the Beveridge Report.</td></tr>
<tr><td>Purpose:
to inform</td><td>Useful as it has been said to give further details about the recommendations of the Beveridge Report.</td></tr>
<tr><td>Timing:
1942</td><td>Useful as it is from when the Beveridge Report was published.</td></tr>
</table>

<table>
<tr><th>Content</th><th>Possible comment</th></tr>
<tr><td>Notably, the Beveridge Report suggests that improvements must be made to the lives of all British citizens.</td><td>Useful as it is accurate (the Report did suggest universal benefits to the lives of the British public).</td></tr>
<tr><td>One of the more popular recommendations appears to be the removal of the means-test, a which many have found to be a terrible humiliation.</td><td>Useful as it is accurate (the Report did suggest the removal of unpopular means-testing).</td></tr>
</table>
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question

Aspect of the source	Possible comment
Soldiers are particularly enthusiastic about the proposition of more housing in a fairer society for all.	Useful as it is accurate (the Report did propose making improvements to housing).

Possible points of significant omission may include:

1. the Report recommended a more comprehensive welfare system which would cover all poverty-related problems, from birth until death
2. the Report suggested the establishment of a National Health Service
3. proposal to provide benefit payments for the unemployed for as long as necessary
4. Beveridge suggested a more simplified system of national insurance
5. the Report made provisions for the introduction of Family Allowances
6. **any other valid point of significant omission.**

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
45.			*Candidates can be credited in a number of ways up to **a maximum of 6 marks**.* Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. charges had to be introduced for certain treatment, which some people could not afford 2. long waiting lists for hospital treatment, which meant that treatment for ill health could be delayed 3. due to rising costs, hospital buildings and equipment were not updated, which affected the quality of treatment 4. benefits received were still below subsistence levels which meant that many had to seek further support, for example, National Assistance Boards 5. reforms were not fully comprehensive, for example, those who had not paid enough in contributions to National Insurance 6. some of the reforms continued to be means-tested, for example, National Assistance Act, which meant that some people did not receive help 7. many working class children continued to leave school with little educational qualifications, affecting their life chances 8. 11+ exam was socially divisive and working class children had limited opportunities to progress with their education 9. building for secondary schools was neglected in comparison to primary provision, which meant fewer resources for secondary children 10. housing shortages continued until after the Second World War, which meant that homelessness was still a serious issue 11. new towns were isolated and had limited basic amenities, which meant that the quality of life could still be difficult 12. nationalised industries were supported by taxation and had little incentive to be profitable, which meant workers' wages often remained low 13. **any other valid reason.**

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.			*Candidates can be credited in a number of ways up to **a maximum of 4 marks**. They may take different perspectives on the events and may describe a variety of different aspects of the events.* Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be awarded for each accurate relevant key point of knowledge. **A second mark** should be awarded for each point that is developed, up to **a maximum of 4 marks.** Candidates may achieve full marks by providing four straightforward points, by making **two** developed points (or any combination of these).	**4**	**Possible points of knowledge may include:** 1. served as professional soldiers in return for land 2. could pay money to lords instead of providing military service 3. were highly experienced in military affairs 4. trained for their role from childhood 5. followed a code of chivalry saying that they had to be brave and courteous 6. collected taxes from peasants who worked the knights' lands 7. were sworn to protect the Church 8. guarded castles and protected their lords 9. **any other valid point of knowledge.**

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
47.			*Candidates can be credited in a number of ways up to **a maximum of 6 marks**.* Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. some were motivated in response to a call from the Pope 2. many took the cross for religious reasons hoping to protect holy places 3. to protect other Christians from the threat of non-Christians 4. to make up for their sins to get guaranteed entry into heaven 5. to gain new lands and resources 6. to profit from plunder 7. to escape poverty and overcrowding in Europe 8. to escape poor harvests and disease 9. many were inspired by propaganda about the prospect of new lives in the holy land 10. to find purpose for younger sons who had few prospects 11. to settle family feuds and disputes 12. **any other valid reason.**

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>48.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

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

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.

Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</td><td>4</td><td>Possible points of comparison may include:
Overall — the sources agree about the reasons for the success of the First Crusade.

<table><tr><th>Source A</th><th>Source B</th></tr><tr><td>The Crusaders got lots of important help from other Christians who were settled near the Holy Land such as Alexius of Byzantium.</td><td>Help from the Byzantine Emperor in the early stages of the Crusades was vital for the Crusaders.</td></tr><tr><td>The Crusaders benefitted from Muslim disunity in the early stages of the First Crusade.</td><td>The divisions between Muslim lords played a key part in Crusader success, especially with the failure of the Muslims to declare a single leader.</td></tr><tr><td>There is no doubt that religious zeal drove the Crusaders to success in the First Crusade.</td><td>The Crusaders were driven and inspired by religion, which helped them overcome hardships and succeed in the First Crusade.</td></tr></table></td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>49.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 9 marks.

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

Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point. 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.

Up to 4 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:
• 1 mark for an introduction (which places the question in its historical context or outlines relevant factors)
• 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors)
• 1 mark for a conclusion with a valid judgement (or overall summary)
• 1 mark for a reason in support of the judgement (a summary cannot be supported).</td><td>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Shortage of peasants and soldiers</td><td>1. Crusading states were always short of peasants, meaning they did not have enough labour
2. the Crusader army was very small after the Crusade, leaving areas unprotected</td></tr>
<tr><td>Muslim resistance</td><td>3. Muslim opposition to the Crusaders grew, threatening the Christians
4. Crusaders relied on Muslim co-operation within Crusader states, which was sometimes hard to maintain
5. Muslim opposition united under one leader, making their resistance more organised
6. the re-emergence of the idea of Jihad unified Muslim opposition, overwhelming Crusaders</td></tr>
<tr><td>Geographical factors</td><td>7. there was no natural border to the east of the Crusader states leaving them exposed</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td></td><td>8. Europe was far away so reinforcements took a long time to arrive
9. it was time consuming to get vital supplies delivered
10. Crusader states lacked materials to build vital war machines, like wood for siege engines</td></tr>
<tr><td>Christian disunity</td><td>11. Christian lords argued among themselves about who should have the most power, weakening them
12. some important Crusaders returned to Europe after the Crusade, seeing its purpose being over</td></tr>
<tr><td>Other factors:</td><td>13. any other valid point.</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>50.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 6 marks.

Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. Saladin was always very aware of his Kurdish background, and he was seen by some other Muslim leaders as an ‘outsider’.</td><td>Saladin was seen as ‘different’ due to his Kurdish background.</td></tr>
<tr><td>2. Saladin was very ambitious and worked hard to improve his social standing, such as by marrying a woman of a higher class than him.</td><td>Saladin chose a wife to improve his social standing.</td></tr>
<tr><td>3. Richard I was a highly experienced and capable warrior.</td><td>Richard was an able fighter.</td></tr>
<tr><td>4. He was also skilled in matters of military strategy and planning.</td><td>Richard had a strategic military mind.</td></tr>
</table>
Possible points of significant omission may include:
5. Saladin always presented an image of piety
6. Saladin was committed to the idea of Jihad
7. Saladin was a clear strategic thinker, for example, getting the Crusaders out of the Holy Land
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					8. Richard frequently fell out with other Crusader leaders 9. Richard was a flexible commander who used new and effective tactics to gain an advantage, for example, in keeping his army supplied 10. Richard was personally courageous and often fought alongside his soldiers 11. **any other valid point of significant omission.**

Section 3 — European and World Contexts

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

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
51.			*Candidates can be credited in a number of ways up to **a maximum of 4 marks**. They may take different perspectives on the events and may describe a variety of different aspects of the events.* Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be awarded for each accurate relevant key point of knowledge. **A second mark** should be awarded for each point that is developed, up to **a maximum of 4 marks.** Candidates may achieve full marks by providing four straightforward points, by making **two** developed points (or any combination of these).	**4**	**Possible points of knowledge may include:** 1. (On 5 March) an argument broke out at a Customs House 2. soldiers guarding the Customs House were attacked by a mob 3. the crowd were ordered to disperse but refused 4. the mob threw hard–packed snowballs at the soldiers 5. the troops opened fire on the crowd 6. five Bostonians were killed 7. seven people were wounded 8. the British Officer in charge was arrested for manslaughter 9. **any other valid point of knowledge.**

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
52.			*Candidates can be credited in a number of ways up to **a maximum of 6 marks**.* Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. some colonists were frustrated that the British government were preventing them from expanding west 2. the presence of British soldiers in the colonies increased resentment 3. the colonists felt that the British government had no right to tax them without consent 4. formation of the Continental Congress in 1774 co-ordinated colonial opposition and increased anti-British feeling 5. the First Continental Congress re-organised the colonial militias which increased the likelihood of conflict 6. a trade boycott was organised which banned the importation of British goods and increased tension 7. fighting at Lexington and Concord led to increased military preparations across the colonies 8. the Second Continental Congress led to the formation of the Continental Army under George Washington 9. British deaths at Bunker Hill hardened British resolve to punish the colonists 10. George III refused to acknowledge attempts at reconciliation, for example, the Olive Branch Petition 11. **any other valid reason.**

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>53.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

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

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.

Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</td><td>4</td><td>Possible points of comparison may include:
Overall — the sources agree about British sympathisers with America.

<table><tr><th>Source A</th><th>Source B</th></tr><tr><td>Yet America’s economy will flourish much more without British involvement.</td><td>The plain fact is that America’s wealth will grow without Britain’s influence.</td></tr><tr><td>America would thrive without Britain as they could avoid being dragged into European wars.</td><td>If America can keep away from European disputes, they will be much better off in every way.</td></tr><tr><td>It is a mystery to me as to why America should be told what to do by a far-away British government.</td><td>There is something absurd in America being governed by Britain which is so distant from it.</td></tr></table></td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>54.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 9 marks.

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

Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point. 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.

Up to 4 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:
• 1 mark for an introduction (which places the question in its historical context or outlines relevant factors)
• 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors)
• 1 mark for a conclusion with a valid judgement (or overall summary)
• 1 mark for a reason in support of the judgement (a summary cannot be supported).</td><td>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Lack of supplies</td><td>1. colonial troops destroyed crops as they retreated leaving little food for the British
2. soldiers tried to requisition supplies from occupied areas, but this made them unpopular
3. soldiers were fighting far from home which led to delays in reinforcements, food and munitions</td></tr>
<tr><td>Poor leadership</td><td>4. British generals made mistakes
5. officers had to wait for orders from Britain which prevented them from seizing the initiative</td></tr>
<tr><td>Colonist guerilla tactics</td><td>6. the British were not used to the colonists' irregular fighting style
7. local militias conducted surprise attacks on British regiments
8. colonists were reluctant to engage in open battle and made tactical retreats</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Foreign terrain</td><td>9. the soldiers did not know the land which put them at a disadvantage
10. British troops were often outnumbered in battle
11. British soldiers suffered from the hot American climate</td></tr>
<tr><td>Other factors</td><td>12. any other valid point.</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>55.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 6 marks.

Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted</th></tr>
<tr><td>1. The Declaration of Independence openly criticised King George for not passing laws for the public good.</td><td>The King did not create laws for the good of the people.</td></tr>
<tr><td>2. It stated that the people had the right to abolish any form of government that did not protect their freedoms.</td><td>People had the right to get rid of any government which did not rule in their interests.</td></tr>
<tr><td>3. The Declaration also asserted the states were to have full power to declare war and conclude peace.</td><td>The colonists had the power to start and end conflict with other nations.</td></tr>
<tr><td>4. They also had the power to form alliances and establish trade agreements with other nations.</td><td>The United States claimed powers to negotiate agreements with other countries.</td></tr>
</table>
Possible points of significant omission may include:
5. declared the United States free and independent of Great Britain
6. stated all men were created equal
7. stated all men were born with inalienable rights, for example, life, liberty and the pursuit of happiness
8. criticised King George for dissolving their assemblies
9. accused Britain of taxing colonies without consent
10. accused Britain of waging war on the colonies
11. any other valid point of significant omission.
</td></tr>
</table>

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.			*Candidates can be credited in a number of ways up to **a maximum of 4 marks**. They may take different perspectives on the events and may describe a variety of different aspects of the events.* Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be awarded for each accurate relevant key point of knowledge. **A second mark** should be awarded for each point that is developed, up to **a maximum of 4 marks.** Candidates may achieve full marks by providing four straightforward points, by making **two** developed points (or any combination of these).	**4**	**Possible points of knowledge may include:** 1. homesteaders were very isolated often living long distances from their neighbours 2. homesteaders had little access to medical care 3. homesteaders often had problems getting water 4. homesteaders had to deal with pests, for example, locusts 5. homesteaders lived in houses made of earth (sod) 6. homesteaders had to deal with extremes of temperature in the west 7. homesteaders dealt with hostility from Indigenous Americans 8. the weather in the west was dusty and dry 9. **any other valid point of knowledge.**

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
57.			*Candidates can be credited in a number of ways up to **a maximum of 6 marks**.* Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. most living quarters were very basic meaning enslaved people had poor living conditions 2. some enslaved people were only given a small amount of food meaning they were often malnourished 3. many enslaved people were punished harshly, for example, whipping 4. enslaved people had a short life expectancy meaning they had a short, difficult life 5. enslaved people worked long hours which affected their health 6. families could be split up which made enslaved people worry about their future 7. enslaved people faced abuse at the hands of overseers and owners which no one protected them from 8. some enslaved people were often not given medical care meaning many died 9. enslaved people were watched closely meaning they could not escape their lives as they were easily caught 10. it was difficult for enslaved people to defend themselves against the weapons of their overseers and owners 11. **any other valid reason.**

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>58.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

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

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.

Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</td><td>4</td><td>Possible points of comparison may include:
Overall — the sources agree about relations between slave and non–slave states.

<table><tr><th>Source A</th><th>Source B</th></tr><tr><td>Northern and Southern politicians exchanged insults and accusations.</td><td>During Congressional debates, it was not unusual for politicians from the North and South to hurl abuse at one another.</td></tr><tr><td>Southerners opposed all Republican measures such as a Pacific Railroad.</td><td>The South disagreed with all of the policies which were supported by the Republican Party.</td></tr><tr><td>Northerners feared a growing conspiracy from the South to use enslavement to control America.</td><td>The North in turn worried that the South would use enslavement to gain power over the USA.</td></tr></table></td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>59.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 9 marks.

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

Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point. 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.

Up to 4 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:
• 1 mark for an introduction (which places the question in its historical context or outlines relevant factors)
• 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors)
• 1 mark for a conclusion with a valid judgement (or overall summary)
• 1 mark for a reason in support of the judgement (a summary cannot be supported).</td><td>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Black Codes</td><td>1. African-Americans were not allowed to vote
2. African-Americans were not allowed to carry weapons to defend themselves
3. African-Americans could be arrested for being jobless</td></tr>
<tr><td>KKK</td><td>4. the KKK burned down schools
5. the KKK lynched African-Americans
6. the KKK intimidated African-Americans to stop them from voting
7. KKK beat, tortured and murdered African-Americans</td></tr>
<tr><td>‘Jim Crow’ Laws</td><td>8. ‘Jim Crow’ Laws started segregation, for example, toilets
9. most businesses would only hire white people</td></tr>
<tr><td>Attitudes in the South</td><td>10. many white Southerners believed African-Americans were inferior
11. most Southerners tried to prevent Reconstruction in the South</td></tr>
<tr><td>Other factors:</td><td>12. any other valid point.</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>60.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 6 marks.

Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. Once he saw the Sioux, Custer was extremely confident that he could easily defeat any number of Indigenous Americans.</td><td>Custer didn’t believe he would lose against the Sioux.</td></tr>
<tr><td>2. He divided his forces with the aim that none of the braves could escape him.</td><td>Custer split his troops.</td></tr>
<tr><td>3. With only 215 men, Custer advanced towards the waiting Sioux enemy.</td><td>Custer only had a small number of soldiers.</td></tr>
<tr><td>4. Custer was outnumbered something like six to one.</td><td>Custer was outnumbered by the Indigenous Americans.</td></tr>
</table>
Possible points of significant omission may include:
5. Custer was defeated in the battle
6. thousands of Indigenous Americans were present at Bighorn
7. Indigenous Americans had modern repeating rifles
8. Custer did not wait for back up from other divisions
9. Custer’s soldiers’ guns jammed
10. Custer thought the scouts had exaggerated the number of Indigenous Americans
11. Reno’s attack on the village failed
12. any other valid point of significant omission.
</td></tr>
</table>

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.			*Candidates can be credited in a number of ways up to **a maximum of 4 marks**. They may take different perspectives on the events and may describe a variety of different aspects of the events.* points. These should be key points. These do not have to be in any particular order. **1 mark** should be awarded for each accurate relevant key point of knowledge. **A second mark** should be awarded for each point that is developed, up to **a maximum of 4 marks.** Candidates may achieve full marks by providing four straightforward points, by making **two** developed points (or any combination of these).	**4**	**Possible points of knowledge may include:** 1. the Spartacist revolt was sparked by the sacking of the police chief in Berlin 2. (around 100,000) workers attended a demonstration in Berlin organised by the Spartacists 3. armed Spartacists seized key buildings 4. some Spartacists went home after a lack of leadership 5. Ebert attempted to negotiate with the Spartacists 6. Defence Minister Noske deployed the army and Freikorps 7. the Spartacist revolt was brutally put down by the army and Freikorps 8. leaders Liebknecht and Luxemburg were murdered 9. **any other valid point of knowledge.**

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
62.			*Candidates can be credited in a number of ways up to **a maximum of 6 marks**.* Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. coalition governments did not provide stable government, which reduced support for the Weimar Republic 2. Weimar was associated with Germany's defeat in the First World War 3. Weimar government was blamed for accepting the Versailles treaty, which was unpopular 4. many felt parliamentary democracy had been forced upon Germany by the Allies 5. Weimar governments seemed unable to stop political violence 6. Weimar was unpopular for failing to stop the Ruhr invasion 7. there was anger that the Weimar government allowed hyperinflation 8. Weimar governments seemed unable to deal with effects of the Great Depression 9. Nazi propaganda successfully portrayed Weimar governments as weak 10. Hitler's speeches stirred up opposition to the Weimar Republic 11. many supported extremist groups who opposed parliamentary democracy, for example, Communists, Nazis 12. misuse of Article 48 meant Weimar governments undermined democratic rule 13. **any other valid reason.**

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>63.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

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

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.

Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</td><td>4</td><td>Possible points of comparison may include:
Overall — the sources agree about the coming to power of the National Socialists in 1933.

<table>
<tr><th>Source A</th><th>Source B</th></tr>
<tr><td>President Paul Von Hindenburg was persuaded that the appointment of Hitler could help stabilise the country.</td><td>President Hindenburg was convinced by others to make Hitler Chancellor of Germany in order to provide strong government.</td></tr>
<tr><td>Franz Von Papen of the Centre Party supported the appointment as he felt he could control Hitler.</td><td>Von Papen had the mistaken belief that he could keep power in his own hands so backed Hitler as Chancellor.</td></tr>
<tr><td>Many industrial leaders helped Hitler with funding as they believed he was the man who could keep out the Communists.</td><td>Leading figures in industry provided finance for Hitler as they trusted he would take tough action against the Communists.</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>64.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 9 marks.

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

Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point. 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.

Up to 4 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:
• 1 mark for an introduction (which places the question in its historical context or outlines relevant factors)
• 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors)
• 1 mark for a conclusion with a valid judgement (or overall summary)
• 1 mark for a reason in support of the judgement (a summary cannot be supported).</td><td>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Churches</td><td>1. opposition was reduced by the agreement of the Concordat in which the church agreed not to criticise the Nazis
2. Bishop Galen preached sermons criticising the Nazis but was not punished because of his popularity
3. the Reich Church was created, which was loyal to the Nazi regime
4. individual preachers spoke out against the Nazis, for example, Niemoller, Bonhoeffer
5. some religious groups refused any co-operation with the Nazis, for example, Jehovah’s Witnesses</td></tr>
<tr><td>Communists</td><td>6. all political parties apart from the Nazis were banned which limited opposition
7. many communists were arrested (in 1933) and so only provided limited opposition
8. many communist leaders fled abroad which limited the effectiveness of the party in opposing the Nazis
9. individuals continued to make and distribute pamphlets and underground newspapers</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Socialists</td><td>10. socialists were harassed by the Gestapo, limiting their effectiveness as opposition
11. party leaders who were exiled abroad, continued their opposition in Germany, for example, SoPaDe
12. socialists continued to organise industrial unrest</td></tr>
<tr><td>Other factors</td><td>13. any other valid point.</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>65.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 6 marks.

Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. Any teacher who spoke out against the Nazis was sacked.</td><td>Teachers lost their jobs if they were critical of the regime.</td></tr>
<tr><td>2. In Biology, children were taught about the superiority of the Aryan race and the inferiority of Jewish people.</td><td>Nazi racial theory was taught in schools.</td></tr>
<tr><td>3. Girls were discouraged from going to university and between 1933 and 1939 the number of women in attendance dropped from 18,000 to fewer than 6000.</td><td>There was a fall in the number of girls going to university.</td></tr>
<tr><td>4. Outside of school, boys learned military skills in the Hitler Youth.</td><td>In the Hitler Youth, boys were prepared for war.</td></tr>
</table>
Possible points of significant omission may include:
5. there was more PE in schools to encourage physical fitness
6. in History, children were taught that Jewish people were to blame for Germany’s problems
7. boys joined the German Young People from 10–13
8. girls aged 10–14 joined the Young Maidens
9. girls were taught domestic skills
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					10. membership of Nazi youth organisations became compulsory 11. **any other valid point of significant omission.**

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.			*Candidates can be credited in a number of ways up to **a maximum of 4 marks**. They may take different perspectives on the events and may describe a variety of different aspects of the events.* Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be awarded for each accurate relevant key point of knowledge. **A second mark** should be awarded for each point that is developed, up to **a maximum of 4 marks.** Candidates may achieve full marks by providing four straightforward points, by making **two** developed points (or any combination of these).	**4**	**Possible points of knowledge may include:** 1. the Tsar and the Imperial family were at the top of the class system in Russia 2. nobility owned large areas of land 3. nobility supported the Tsar 4. relatively small middle class who wanted more of a role in the running of Russia 5. working classes lived mostly in the main cities, often in poor conditions 6. factory workers could be beaten or sacked by the factory owners 7. peasants were at the bottom of the class system in Russia 8. peasants made up the majority of the population 9. **any other valid point of knowledge.**

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
67.			*Candidates can be credited in a number of ways up to **a maximum of 6 marks**.* Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and a **second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. Bloody Sunday led to many Russians believing the Tsar was responsible for the massacre 2. Bloody Sunday led to strikes breaking out in major cities, which led to further unrest 3. Tsarist autocratic rule caused growing unhappiness among the middle classes who wanted a constitutionally elected government 4. political challenges from organised opposition groups such as the Social Revolutionaries and the Social Democrats caused unrest 5. redemption payments increased hardship amongst the peasantry, and this furthered discontent 6. peasants were burdened with very high taxes 7. national minorities hated the policy of Russification as it repressed their language, customs and religion, for example, Poland 8. defeats by Japan were humiliating for Russians and led to widespread discontent with the Tsar's leadership 9. discontent within the armed forces increased during the Russo-Japanese war 10. factory workers in the industrial cities faced terrible hardships, for example, long hours, low wages, dangerous working conditions, and poor living conditions 11. people hated the repressive policies of the Tsar and his government, and most groups felt that their problems were being ignored by his government 12. **any other valid reason.**

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>68.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

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

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.

Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</td><td>4</td><td>Possible points of comparison may include:
Overall — the sources agree about the Dumas.

<table><tr><th>Source A</th><th>Source B</th></tr><tr><td>Importantly, the Tsar allowed for a parliament to be set up called a Duma.</td><td>It was the Tsar who permitted the Dumas in 1906.</td></tr><tr><td>Elections were now to be held in Russia for the first time.</td><td>The establishment of a Duma meant that elections had to be set up in Russia.</td></tr><tr><td>For example, when the Tsar disagreed with the actions of the Duma, he closed it down.</td><td>However, the Tsar decided to close the first two Dumas because they were demanding more change in Russia.</td></tr></table></td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>69.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 9 marks.

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

Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point. 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.

Up to 4 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:
• 1 mark for an introduction (which places the question in its historical context or outlines relevant factors)
• 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors)
• 1 mark for a conclusion with a valid judgement (or overall summary)
• 1 mark for a reason in support of the judgement (a summary cannot be supported).</td><td>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Military defeat</td><td>1. defeats caused unpopularity, for example, Tannenburg, Masurian Lakes
2. Tsar became Commander-in-Chief so could now be blamed for defeats
3. Tsar blamed for the shortages of weapons
4. high casualty rates made the Tsar even more unpopular
5. growing political opposition due to the continuation of the war</td></tr>
<tr><td>Tsar’s poor decision making</td><td>6. Tsar left the Tsarina in charge who was seen as a German spy who could not be trusted
7. Tsarina replaced ministers regularly who disagreed with her which caused confusion</td></tr>
<tr><td>Economic and social problems</td><td>8. shortages of food and fuel in Petrograd led to widespread discontent
9. rising prices due to inflation were rising faster than wages and this upset the Russian people</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Rasputin</td><td>10. people resented his influence over the Tsarina
11. Rasputin brought his friends into important positions, which was not popular
12. Rasputin was seen as a drunkard and people disapproved of his corrupting influence</td></tr>
<tr><td>Other factors:</td><td>13. any other valid point.</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>70.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 6 marks.

Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. Thousands of Russians who were thought to oppose the Bolsheviks were murdered by the Cheka.</td><td>The Cheka were used by the Bolsheviks to kill any opposition.</td></tr>
<tr><td>2. The famine of 1921 made matters worse and led to mass starvation amongst the peasants.</td><td>Many Russians perished as a result of the famine.</td></tr>
<tr><td>3. The economic policy of War Communism meant that grain was seized from peasants, making the famine worse.</td><td>War Communism made food shortages much worse.</td></tr>
<tr><td>4. Workers in industrial factories went on strike due to pay and conditions during the war.</td><td>Workers in Russia were paid so little during the Civil War they refused to work.</td></tr>
</table>
Possible points of significant omission may include:
5. many civilians died during the Russian Civil War
6. food and industrial production went into severe decline
7. many industrial workers left their jobs to go to the countryside in search of food
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					8. many civilians were pressured by both sides during the Civil War to support their cause 9. many civilians were conscripted into the Red and White armies 10. the Civil War led to significant rebellions, for example, Kronstadt, Tambov 11. Russians were forbidden to sell goods for their own profit, which worsened their standard of living 12. diseases such as typhoid broke out which killed over 3 million people 13. **any other valid point of significant omission.**

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.			*Candidates can be credited in a number of ways up to **a maximum of 4 marks**. They may take different perspectives on the events and may describe a variety of different aspects of the events.* Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be awarded for each accurate relevant key point of knowledge. **A second mark** should be awarded for each point that is developed, up to **a maximum of 4 marks.** Candidates may achieve full marks by providing four straightforward points, by making **two** developed points (or any combination of these).	**4**	**Possible points of knowledge may include:** 1. Facta failed to heed warnings that Mussolini was planning to march on Rome 2. the King did not use the military to stop a Fascist takeover 3. Facta's government resigned allowing Mussolini to take over 4. the PSI was divided between revolutionaries and parliamentarians 5. the PSI failed to cooperate with Liberals against the Fascists 6. Communists and Socialists failed to unite against the Fascists 7. a reputation for corruption weakened the Liberals 8. Giolitti backed the Acerbo law 9. **any other valid point of knowledge.**

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
72.			*Candidates can be credited in a number of ways up to **a maximum of 6 marks**.* Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. exports doubled between 1922 and 1925 bringing prosperity to some sectors of the economy 2. industrialists had more control after the banning of trade unions 3. many sectors of industry profited from rearmament, for example, job creation 4. Italian agriculture and industry benefitted from tariffs on foreign imports 5. people were pleased by the introduction of paid national holidays in 1938 6. parents were pleased by the extension of family allowances in the 1930s 7. consumers were happy with the food prices being controlled 8. many supported the establishment of the corporate state which created a new sense of common purpose between worker and bosses 9. The Battle for Grain helped grain producers by providing subsidies 10. many settlers in the new towns were pleased with their accommodation 11. cartels were happy that they were allowed to fix prices 12. travellers were able to use the electrified railways 13. **any other valid reason.**

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>73.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

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

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.

Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</td><td>4</td><td>Possible points of comparison may include:
Overall — the sources agree about propaganda in Fascist Italy.

<table><tr><th>Source A</th><th>Source B</th></tr><tr><td>Fascist propaganda compared Mussolini to rulers in ancient Rome and it was claimed that both had established order out of chaos.</td><td>Mussolini was often compared to the great Roman Emperors of the past.</td></tr><tr><td>In the 1930s, money was used to fund Italian films which were used to spread Fascist propaganda.</td><td>While Hollywood movies remained popular, the Fascist government spent money on Italian-made ones which were used to promote the regime.</td></tr><tr><td>Mussolini’s Press Office issued official versions of events which newspapers were expected to publish without question.</td><td>Mussolini ensured that newspapers were strictly controlled by the state.</td></tr></table></td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>74.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 9 marks.

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

Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point. 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.

Up to 4 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:
• 1 mark for an introduction (which places the question in its historical context or outlines relevant factors)
• 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors)
• 1 mark for a conclusion with a valid judgement (or overall summary)
• 1 mark for a reason in support of the judgement (a summary cannot be supported).</td><td>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>The weaknesses of Britain and France</td><td>1. British appeasement of Hitler showed they were unlikely to stand against Fascism in Spain
2. Britain seemed more concerned with the Empire than with events in Europe
3. France was politically weak with unstable governments</td></tr>
<tr><td>Ideological reasons</td><td>4. help spread Fascism throughout Europe to fight against democracy and socialism
5. to stop French left-wing influence in Spain</td></tr>
<tr><td>Military reasons</td><td>6. Mussolini wanted to test his weapons
7. to consolidate an alliance with Spain which would be geographically important in a future conflict with France
8. it was hoped Franco would allow Italian military bases in Spain if a war with France was to break out</td></tr>
<tr><td>Political reasons</td><td>9. to strengthen Italian influence in Europe
10. to limit Soviet influence in Europe
11. to boost Mussolini’s political reputation</td></tr>
<tr><td>Other factors:</td><td>12. any other valid point.</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>75.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 6 marks.

Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>Mussolini now closed down all opposing political parties.</td><td>Mussolini banned other parties.</td></tr>
<tr><td>Thousands of Fascist political opponents were sent into exile on Italian islands such as Lipari and Lampedusa.</td><td>Opponents were exiled to Italian islands.</td></tr>
<tr><td>Other opposition leaders such as the Liberals, Piero Gobetti and Giovani Amendola, were murdered by the Fascists.</td><td>Opponents were often killed.</td></tr>
<tr><td>In 1926 most of the leaders of the Italian Communist Party were arrested.</td><td>Communist leaders were jailed.</td></tr>
</table>
Possible points of significant omission may include:
1. Fascists force-fed opponents castor oil to induce diarrhoea
2. Mussolini used the Lateran Treaty to stop potential opposition from the Catholic Church
3. some opponents were sent to concentration camps
4. trade unions were banned
5. opposition was hard to organise due to fear of the secret police
6. any other valid point of significant omission.
</td></tr>
</table>

Section 3 — European and World Contexts

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

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
76.			*Candidates can be credited in a number of ways up to **a maximum of 4 marks**. They may take different perspectives on the events and may describe a variety of different aspects of the events.* Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be awarded for each accurate relevant key point of knowledge. **A second mark** should be awarded for each point that is developed, up to **a maximum of 4 marks.** Candidates may achieve full marks by providing four straightforward points, by making **two** developed points (or any combination of these).	**4**	**Possible points of knowledge may include:** 1. new immigrants were first taken to Ellis Island to be processed 2. many faced discrimination, for example, Italians 3. many lived in slum housing with few amenities 4. diseases spread easily due to the poor living conditions 5. many were unskilled so worked in low paid jobs 6. some immigrants did not speak English so found it difficult to find employment 7. they were often blamed for being strike breakers 8. they were blamed for spreading new political ideas, for example, communism 9. **any other valid point of knowledge.**

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
77.			*Candidates can be credited in a number of ways up to **a maximum of 6 marks**.* Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. segregated schools led to a lower quality education and resources 2. Black American teachers' were not allowed to teach in white schools which limited their careers 3. segregated housing led to poorer housing facilities 4. segregated eating facilities meant Black Americans had to eat separately 5. restrictions on marriages led to Black and white Americans not being able to marry 6. restrictions on medical treatment meant access to healthcare was more limited 7. segregated transport led to Black Americans sitting at the back of the bus 8. restrictions on sports led to Black Americans being unable to play with white Americans 9. restrictions on toilets led to Black Americans having separate and poorer quality facilities 10. voting restrictions prevented Black Americans from exercising their right to vote. 11. **any other valid reason.**

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>78.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

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

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.

Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</td><td>4</td><td>Possible points of comparison may include:
Overall — the sources agree about the attitudes and activities of the Ku Klux Klan.

<table>
<tr><th>Source A</th><th>Source B</th></tr>
<tr><td>The Klan were anti-Black, anti-Jewish and also anti-Catholic.</td><td>The Klan targeted groups who did not fit into the White Anglo-Saxon Protestant way of life.</td></tr>
<tr><td>Violence from the Klan first flared in a rampage of whippings along with tar-and-feathers raids.</td><td>The newspapers published accounts of Klan acts of violence, including floggings and lynchings.</td></tr>
<tr><td>Judges and law officers either ignored the violence or secretly participated as few Klansmen were arrested.</td><td>The support the KKK had from important members of Southern law enforcement helped to keep them out of jail.</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>79.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 9 marks.

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

Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point. 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.

Up to 4 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:
• 1 mark for an introduction (which places the question in its historical context or outlines relevant factors)
• 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors)
• 1 mark for a conclusion with a valid judgement (or overall summary)
• 1 mark for a reason in support of the judgement (a summary cannot be supported).</td><td>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Montgomery Bus Boycott</td><td>1. the courts decided that segregation on buses was unconstitutional, and buses were desegregated in Montgomery
2. many public facilities in the South were still segregated, for example, swimming pools, cinemas</td></tr>
<tr><td>Little Rock</td><td>3. events attracted worldwide attention due to the TV publicity
4. most Black children still attended previously segregated schools</td></tr>
<tr><td>Sit−ins</td><td>5. many white students joined in the sit-ins to show support for civil rights
6. many protestors were violently attacked and were at risk of death</td></tr>
<tr><td>Freedom Rides</td><td>7. all interstate bus stations and facilities were desegregated by the US government
8. transport in the South remained segregated</td></tr>
<tr><td>Protests in Birmingham</td><td>9. various segregated facilities throughout Birmingham were desegregated
10. violent attacks from the KKK increased after the protest</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>March on Washington</td><td>11. highlighted mass support for civil rights, for example, 250,000 people took part
12. there were no immediate legal changes to improve the lives of Black Americans</td></tr>
<tr><td>Other factors</td><td>13. any other valid point.</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>80.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 6 marks.

Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. One of the most respected of the community programmes of the Black Panther Party was the Black Student Alliance which supported students with resources and tutor support.</td><td>The Black Panther Party gave educational support to students.</td></tr>
<tr><td>2. Additionally, the Panthers introduced a programme which provided senior citizens with a safe transportation service.</td><td>The Black Panther Party gave older Black Americans access to safe transport.</td></tr>
<tr><td>3. Panthers started actively carrying loaded weapons to counter police brutality.</td><td>The Black Panther Party carried guns to protect people from the police.</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>4. Members of the Black Panthers also carried cameras, law books and tape recorders to monitor the police in Black communities.</td><td>The Black Panther Party monitored police activity.</td></tr>
</table>
Possible points of significant omission may include:
5. the Black Panther Party opened up health clinics, which offered medical services
6. free breakfast for school children which was offered at several Black Panther sites
7. the Black Panther Party offered transportation services to visit relatives in prison
8. the Black Panther Party set up clothing and shoe banks to help those in poverty
9. the Black Panther Party provided legal assistance to those in need
10. the Black Panther Party carried out street patrols to stop violence and gangs
11. any other valid point of significant omission.
</td></tr>
</table>

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.			*Candidates can be credited in a number of ways up to **a maximum of 4 marks**. They may take different perspectives on the events and may describe a variety of different aspects of the events.* Candidates must make a number of relevant, factual points. These do not have to be in any particular order. **1 mark** should be awarded for each accurate relevant key point of knowledge. **A second mark** should be awarded for each point that is developed, up to **a maximum of 4 marks.** Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).	**4**	**Possible points of knowledge may include:** 1. loss of territory reduced Germany, for example, Alsace-Lorraine, the Saar Basin 2. Germany had to accept full responsibility for the war, for example, Article 231 3. Germany had to pay reparations putting a strain on the economy 4. military restrictions, for example, German Army was limited to 100,000 troops 5. Germany lost its overseas colonies 6. economic hardships, for example, hyperinflation 7. many Germans felt humiliated by the treaty 8. **any other valid point of knowledge.**

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
82.			*Candidates can be credited in a number of ways up to **a maximum of 6 marks**.* Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. rearmament went against the Treaty of Versailles, which he had promised to destroy 2. many in Germany would see rearming as Hitler fulfilling his promise to restore their pride 3. increasing the armed forces would make him popular with army leaders whose support he needed 4. rearmament would provide thousands of jobs and help reduce unemployment in Germany 5. Hitler wanted to prevent France from being able to invade the Ruhr 6. powerful armed forces would deter Britain and France interfering in future 7. Hitler had promised to unite all Germans so needed an army to do this 8. Hitler wanted to make Germany a great world power so needed a strong military force 9. Hitler wanted *lebensraum* in the east and powerful armed forces were needed to do this 10. **any other valid reason.**

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>83.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

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

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1mark. 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).</td><td>4</td><td>Possible points of comparison may include:
Overall — the sources agree about the Anschluss.

<table><tr><th>Source A</th><th>Source B</th></tr><tr><td>In fact, the population of Austria had many German speakers who were enthusiastic about belonging to Germany again and welcomed the Anschluss.</td><td>Both were Germanic countries with a German-speaking population and so many welcomed the reunion with greater Germany.</td></tr><tr><td>I don’t see why we should have opposed this action — Austria was better off as part of Germany.</td><td>There was no real objection to the union of Germany and Austria with many claiming Austria would be more prosperous.</td></tr><tr><td>It was a peaceful affair, more like a change of government than an invasion.</td><td>There was no violence over the matter, the Nazis simply walked in and took over the government.</td></tr></table></td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>84.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 9 marks. Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.

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

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:
• 1 mark for an introduction (which places the question in its historical context or outlines relevant factors)
• 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors)
• 1 mark for a conclusion with a valid judgement (or overall summary)
• 1 mark for a reason in support of the judgement (a summary cannot be supported).</td><td>9</td><td>
<table>
<tr><th>Possible factors</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Lack of strong allies</td><td>1. France was willing to support conflict with Germany, for example, Rhineland, Sudetenland
2. USA was following an isolationist policy
3. Chamberlain did not trust Communist Russia
4. Empire was unwilling to fight</td></tr>
<tr><td>Military concerns</td><td>5. Britain’s military chiefs stressed Britain’s military weakness
6. Britain was concerned about Germany’s powerful army and air force, for example, ‘The Bomber will always get through’</td></tr>
<tr><td>Public opinion</td><td>7. majority of the public were still fearful of war after the huge losses suffered during World War One
8. public concerns over the cost of rearmament
9. there was a significant pacifist movement in the 1930s which was strongly against war, for example, the ‘Peace Ballot’
10. the problems of Czechoslovakia seemed remote to the majority of the public</td></tr>
<tr><td>Relations with Hitler</td><td>11. Chamberlain believed that Hitler had a genuine grievance over the Sudetenland and Versailles was unjust</td></tr>
</table>
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<table><tr><th>Possible factors</th><th>Key points of knowledge to support this factor may include:</th></tr><tr><td></td><td>12. Chamberlain felt Hitler was a man he could do business with</td></tr><tr><td>Other factors</td><td>13. any other valid point.</td></tr></table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>85.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 6 marks.

Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>On 15 March 1939, Germany invaded the Czech provinces of Bohemia and Moravia.</td><td>The German army invaded Bohemia and Moravia.</td></tr>
<tr><td>They instead became known as the Protectorate of Bohemia and Moravia and were placed under Nazi rule.</td><td>Bohemia and Moravia taken under German control.</td></tr>
<tr><td>By the end of 1939, Czechoslovakia had completely disappeared from the map.</td><td>Czechoslovakia ceased to exist.</td></tr>
<tr><td>Despite breaking the Munich Pact almost immediately, Hitler did not face a military response from the Allies.</td><td>Hitler faced no military reaction.</td></tr>
</table>
Possible points of significant omission may include:
1. the Czech president (Hacha) was intimidated into accepting the German occupation
2. Hitler negotiated with Hungary and the Slovaks to divide up Czechoslovakia prior to invasion
3. the Czech army gave the Germans little resistance
4. Czech airfields that were in range of many German cities were lost
5. the Czech armaments industry were taken over by Germany, for example, the Skoda works
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					6. the German army took over large numbers of Czech tanks 7. Slovakia split away to form a separate 'puppet state' 8. parts were taken by Hungary and Romania 9. **any other valid point of significant omission.**

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.			*Candidates can be credited in a number of ways up to **a maximum of 4 marks**. They may take different perspectives on the events and may describe a variety of different aspects of the events.* Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be awarded for each accurate relevant key point of knowledge. **A second mark** should be awarded for each point that is developed, up to **a maximum of 4 marks.** Candidates may achieve full marks by providing four straightforward points, by making **two** developed points (or any combination of these).	**4**	**Possible points of knowledge may include:** 1. the official name for Germany's invasion of the Soviet Union was 'Operation Barbarossa' 2. the German Luftwaffe bombed Soviet targets as part of the invasion 3. German tanks were used to enable a land advance 4. Autumn rains created mud which slowed Germany's progress 5. deep snow in winter limited the movement of German troops, machinery and supplies 6. the Soviet army fought fiercely against the Germans, for example, the 'Not a step back' order 7. Russian civilians were involved in the defence of their country, including attacking German soldiers 8. the Germans lost the months-long Battle of Stalingrad 9. **any other valid point of knowledge.**

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
87.			*Candidates can be credited in a number of ways up to **a maximum of 6 marks**.* Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. Japan wanted to stop America interfering in their plans to build an Asian empire 2. Japan believed that they would be supported by Germany 3. Japan believed the attack would force the USA to negotiate with them 4. Japan was angry that the USA had imposed economic sanctions on them 5. Japan wanted to launch an attack before their oil supplies ran out 6. Japan believed their naval fleet was stronger than the USA's, meaning they were confident of winning any military conflict 7. Pearl Harbour was where the USA's entire Pacific fleet was based 8. Japan believed that destroying Pearl Harbour would hurt American morale and prevent retaliation 9. the attack aimed to ensure that Japan became the dominant power in the Pacific 10. Japan underestimated the likelihood that the Americans would respond 11. Japan overestimated their own military strength 12. **any other valid reason.**

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>88.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

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

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.

Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</td><td>4</td><td>Possible points of comparison may include:
Overall — the sources agree about events during the Doolittle Raid, 1942.
<table><tr><th>Source A</th><th>Source B</th></tr><tr><td>In April 1942, American B–25 bombers attacked Japanese cities such as Tokyo.</td><td>On the night of the attack, various locations across Japan were targeted, including the capital city, Tokyo.</td></tr><tr><td>During the raid, the USA bombed military sites.</td><td>Army bases and weapons factories were destroyed in the raids.</td></tr><tr><td>However, they could not stop the attacks and around 50 Japanese people died.</td><td>It proved to be a devastating event and saw a number of Japanese being killed.</td></tr></table></td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>89.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 9 marks.

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

Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point. 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.

Up to 4 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:
• 1 mark for an introduction (which places the question in its historical context or outlines relevant factors)
• 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors)
• 1 mark for a conclusion with a valid judgement (or overall summary)
• 1 mark for a reason in support of the judgement (a summary cannot be supported).</td><td>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Fear of punishment</td><td>1. some people involved in resistance were attacked or tortured, which scared others
2. many Europeans wanted to avoid being imprisoned and so did not resist
3. reprisals against entire civilian communities
4. the ‘Night and Fog Decree’ meant that anti-Nazi activists in occupied territories were arrested or killed</td></tr>
<tr><td>Co-operation with the Nazis</td><td>5. some people sympathised with Nazi rule
6. some Eastern Europeans welcomed the Nazis as an alternative to Soviet control
7. civilian governments reinforced Nazi policies, for example, Vichy France
8. some Europeans worked as informers</td></tr>
<tr><td>German military strength</td><td>9. Germany had a very strong military which controlled occupied areas</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td></td><td>10. the Nazis set up special military units whose job it was to stop resistance.</td></tr>
<tr><td>Daily lives of ordinary people</td><td>11. most Europeans did not want to risk their way of life
12. restrictions on food and rationing left people too tired to resist</td></tr>
<tr><td>Other factors:</td><td>13. any other valid point.</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>90.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 6 marks.

Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. US warships started with a bombardment of the island.</td><td>The USA bombed Iwo Jima before invading.</td></tr>
<tr><td>2. Following this, American marines then landed on Iwo Jima.</td><td>American marines took part in the invasion.</td></tr>
<tr><td>3. Japanese forces surprised the invaders using heavy artillery.</td><td>Japan defended itself using artillery.</td></tr>
<tr><td>4. The fighting was devastating for the Japanese with almost 20,000 of their soldiers being killed.</td><td>Large numbers of Japanese soldiers died in the battle.</td></tr>
</table>
Possible points of significant omission may include:
5. Japan defended the island using methods such as tunnels and mines
6. American marines used flame throwers to destroy Japanese gun sites
7. Japan’s military suffered from low supplies, including food and weapons
8. many Americans were killed or injured in the fighting
9. the Americans won the battle and took control of the island
10. some American marines raised a US flag
11. any other valid point of significant omission.
</td></tr>
</table>

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.			*Candidates can be credited in a number of ways up to **a maximum of 4 marks**. They may take different perspectives on the events and may describe a variety of different aspects of the events.* Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. **1 mark** should be awarded for each accurate relevant key point of knowledge. **A second mark** should be awarded for each point that is developed, up to **a maximum of 4 marks.** Candidates may achieve full marks by providing four straightforward points, by making **two** developed points (or any combination of these).	**4**	**Possible points of knowledge may include:** 1. the USA was a capitalist society 2. the USA was a democracy, holding regular local and national elections 3. large numbers of Americans were opposed to communism, for example, Senator Joe McCarthy 4. many Americans believed their country had to stop the spread of global communism 5. most Americans did not believe in government control of businesses 6. the majority of Americans believed that people should be free to own property 7. free speech was a right supported by most Americans 8. the USA had freedom of religion as one of its civil liberties 9. **any other valid point of knowledge.**

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
92.			*Candidates can be credited in a number of ways up to **a maximum of 6 marks**.* Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to **a maximum of 6 marks** in total, **1 mark** should be awarded for each accurate, relevant reason, and **a second mark** should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	**6**	**Possible reasons may include:** 1. Fidel Castro's overthrow of a US-backed dictator worsened relations between Cuba and the USA 2. Castro's actions caused American resentment, for example, taking land owned by US companies 3. America stopped trading with Cuba which pushed Cuba towards the USSR 4. the Americans cut off diplomatic ties with Cuba, which made communication between the two countries more difficult 5. America was involved in several assassination attempts on Fidel Castro, which caused Castro to resent the USA 6. the USA tried to overthrow the Cuban government in the Bay of Pigs invasion, which led to Cuba seeking Soviet military protection 7. the USA was angered by the USSR and Cuba developing a new economic relationship, for example, buying Cuban sugar 8. the Soviet Union secretly placed nuclear missiles in Cuba, directly threatening the USA 9. America imposed a naval quarantine on Cuba, which angered the Cubans and also Soviets 10. the USSR shot down an American spy plane, increasing tensions in the area 11. America's navy dropped depth charges on Soviet submarines, leading to the possibility of war 12. **any other valid reason.**

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>93.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 4 marks.

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

A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.

Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</td><td>4</td><td>Possible points of comparison may include:
Overall — the sources agree about the building of the Berlin Wall.

<table><tr><th>Source A</th><th>Source B</th></tr><tr><td>The initial barrier in Berlin was constructed overnight by the army.</td><td>Berliners woke one morning to find a barricade had been built during the night.</td></tr><tr><td>Despite the construction of the barricade, people from East Berlin were still able to escape to the West.</td><td>Some people from East Berlin found ways around the barrier to move to West Berlin.</td></tr><tr><td>Before this, families in the city had been split and prevented from seeing their loved ones.</td><td>The Berlin Wall caused parents to be divided from their children and grandchildren.</td></tr></table></td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>94.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 9 marks.

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

Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point. 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.

Up to 4 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:
• 1 mark for an introduction (which places the question in its historical context or outlines relevant factors)
• 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors)
• 1 mark for a conclusion with a valid judgement (or overall summary)
• 1 mark for a reason in support of the judgement (a summary cannot be supported).</td><td>9</td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td>Military problems</td><td>1. large numbers of US soldiers were killed, reducing support for fighting
2. many American soldiers argued that it was impossible to beat a guerrilla force
3. the Tet Offensive hurt US morale and made people doubt their prospects of victory</td></tr>
<tr><td>Impact on Vietnamese civilians</td><td>4. many Americans were angry that civilians were killed and injured by US bombing
5. the massacre of civilians at My Lai outraged American public opinion
6. environmental damage caused by chemical weapons led to some Americans opposing the war, for example, Agent Orange</td></tr>
<tr><td>American domestic issues</td><td>7. many Americans were annoyed at paying higher taxes to fund the war
8. the prospect of being ‘drafted’ turned other Americans against the conflict</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>
<table>
<tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr>
<tr><td></td><td>9. some Black Americans believed they should not fight for a country which treated them badly, for example, Martin Luther King
10. TV coverage of the war raised awareness of the true horrors of conflict
11. some Americans were opposed to all wars</td></tr>
<tr><td>Other factors:</td><td>12. any other valid point.</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><th colspan="3">Question</th><th>General marking instructions for this type of question</th><th>Max mark</th><th>Specific marking instructions for this question</th></tr>
<tr><td>95.</td><td></td><td></td><td>Candidates can be credited in a number of ways up to a maximum of 6 marks.

Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.

Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.

Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.

Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.

A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</td><td>6</td><td>
<table>
<tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr>
<tr><td>1. In 1969, the USA and USSR started Strategic Arms Limitation Talks (SALT) to end the arms race.</td><td>The formal SALT process started in 1969.</td></tr>
<tr><td>2. This led to both sides limiting the number of missile defence sites they could have.</td><td>Each side agreed to a fixed number of missile defence sites.</td></tr>
<tr><td>3. The USA also agreed to restrict the number of nuclear weapons submarines that it operated.</td><td>The USA agreed to have a certain number of nuclear submarines.</td></tr>
<tr><td>4. A second series of SALT talks took place but a deal was never finalised.</td><td>SALT 2’s conditions were not finalised.</td></tr>
</table>
Possible points of significant omission may include:
5. both sides formally agreed to try to avoid military confrontation
6. as part of SALT, the USA and USSR agreed to respect each other’s national borders
7. both sides agreed to increase trade between them
8. limits were agreed on numbers of intercontinental ballistic missiles
</td></tr>
</table>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					9. Helsinki Accords (in 1975) agreed standards on human rights 10. the Anti-Ballistic Missile Treaty let each country have one defence system for their capital city and another for a missile site 11. **any other valid point of significant omission.**

[END OF MARKING INSTRUCTIONS]