



National  
Qualifications  
2017

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## 2017 History

### National 5

## Finalised Marking Instructions

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## General marking principles for National 5 History

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

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions unless the candidate has not carried out the correct process.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader.
- (d)
  - i. For credit to be given, points must relate to the question asked. Where candidates give points of knowledge without specifying the context, these should be rewarded unless it is clear that they do not refer to the context of the question.  
*eg Some soldiers on the Western Front suffered from trench foot as they were unable to keep their feet dry. (1 mark for knowledge, even though this does not specify that it relates to the Scottish soldiers)*
  - ii. There are six types of question used in this question paper. Each assesses a particular skill, namely:
    - A. Describe . . . (KU1)
    - B. Explain the reasons why . . . (KU2)
    - C. To what extent or How important or How successful. . . (KU3)
    - D. Evaluate the usefulness of Source X as evidence of . . . (SH1)
    - E. Compare the views of Sources X and Y . . . (SH2)
    - F. How fully does Source X describe/explain . . . (SH3)
  - iii. For each of the question types (in ii above), the following provides an overview of marking principles and an example of their application for each question type.

### **A Questions that ask candidates to *Describe* . . . (5 marks)**

Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.

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

- 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* . . . (5 or 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 for this question of 5 or 6 marks:**

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

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

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

### **C Questions that ask *To what extent* . . . (8 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.

Up to **5 marks** should be given 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 given for relevant points of knowledge.**

Up to **3 further marks** should be given for presenting the answer in a structured way and coming to a reasoned conclusion, as follows:

- **1 mark** for the answer being presented in a structured way, with knowledge being organised in support of different factors (at least two factors must be assessed)
- **1 mark** for a valid judgement or overall conclusion
- **1 mark** for a reason being provided in support of the conclusion

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

*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 or 6 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 for this question of 5 or 6 marks:**

- 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:**

*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 for this question of 4 marks:**

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

**Example responses:**

*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 . . .* (5 or 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 for this question of 5 or 6 marks:

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

Example response:

*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)*

Marking codes to be used for Question Paper

- ✓ indicates a relevant piece of evidence/knowledge has been credited (MI number should also be used)
- DP indicates a developed point has been credited
- R indicates that recalled knowledge has been credited (useful in SH3)
- S indicates that evidence from the source has been correctly selected/credited (useful in SH3)
- X indicates irrelevance (this section of the answer should be underlined as well)
- SE indicates a serious error (this section of the answer should be underlined as well)
- NR indicates no relevant recalled knowledge has been presented (particularly useful in SH3)
- P indicates that the required process is apparent (useful in KU2)
- WP indicates that the required process is suspect or weak (useful in KU2 and SH1)
- NP indicates that the required process is non-existent (useful in KU2 and SH1)
- B indicates that balance has been provided/different factors have been presented (useful in KU3)
- NB indicates that no balance has been provided/only one factor has been presented (useful in KU3)

- AUT indicates an evaluative comment has been made on the authorship of the source (useful in SH1)
- TYP indicates an evaluative comment has been made on the type of source (useful in SH1)
- PUR indicates an evaluative comment has been made on the purpose of the source (useful in SH1)
- TIM indicates an evaluative comment has been made on the origin/timing of the source (useful in SH1)
- CON indicates an evaluative comment has been made on the content of the source (useful in SH1)
- SOM indicates a point of significant omission has been made in evaluating the source (useful in SH1)
- SC indicates a simple comparison has been made (useful in SH2)
- DC indicates a developed comparison has been made (useful in SH2)
- OC indicates an overall comparison has been made (useful in SH2)
- NC indicates that an attempted comparison is not valid (useful in SH2)
- J indicates that the required judgement has been made (useful in KU3 and SH3)
- SR1 indicates that a reason has been provided in support of the required judgement (useful in KU3)
- WJ indicates that the judgement is suspect or weak (useful in KU3 and SH3)
- NJ indicates that the required judgement has not been made (useful in KU3 and SH3)
- OS indicates that the candidate has just provided an overall summary as a conclusion (useful in KU3)
- REP indicates that the candidate has repeated a point already made previously in their answer (useful in every question type)

## Marking instructions for each question

### Section 1, Context A, The Wars of Independence, 1286-1328

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.       | <p>Candidates 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.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. she was a girl - people did not believe females were suitable to be monarchs so were not happy to accept her as queen</li> <li>2. as a female she would not be able to lead an army in battle so would not fulfil her role as monarch/defend her realm which worried people</li> <li>3. she was a small child so would need someone else to rule on her behalf - people knew this could cause rivalries among the nobles for this role so they were worried</li> <li>4. she could be kidnapped by an unscrupulous noble in order to gain control over the country so her safety caused concern</li> <li>5. she would not be able to control powerful nobles so a danger of civil war would remain which made many very unhappy</li> <li>6. she would have to marry and a Scottish husband would lead to rivalry among the nobles</li> <li>7. choosing a foreign husband would lead to Scotland being ruled by a foreigner</li> <li>8. she herself was foreign and she was living far away in Norway, which some found unacceptable</li> </ol> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------|--------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |                                                        |          | <p>9. there would have to be negotiations with her father before she could come to Scotland/about her future marriage - this would involve foreign interest which worried many Scots</p> <p>10. nobles such as Bruce felt that they had a better claim so did not want her to be queen.</p> <p>11. any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p> |

| Question                           | General marking instructions for this type of question                                                                                                                                                                                                                                                                                              | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                      |                  |                                    |                                                                                |                                    |                                                                                             |                              |                                                 |                        |                                                |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------|------------------------------------|--------------------------------------------------------------------------------|------------------------------------|---------------------------------------------------------------------------------------------|------------------------------|-------------------------------------------------|------------------------|------------------------------------------------|
| 2.                                 | <p>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 and omission.</p> <p>For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.</p> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.</p> <p><b>1 mark</b> should be given for each relevant comment made, up to a <b>maximum of 5 marks in total.</b></p> <ul style="list-style-type: none"> <li>• A maximum of <b>4 marks</b> can be given for evaluative comments relating to the author, type of source, purpose and timing.</li> <li>• A maximum of <b>2 marks</b> may be given for comments relating to the content of the source.</li> <li>• A maximum of <b>2 marks</b> may be given for comments relating to points of significant omission.</li> </ul> <p><b>Examples of aspects of the source and relevant comments:</b></p> <table border="1" data-bbox="1055 911 2051 1366"> <thead> <tr> <th data-bbox="1055 911 1431 970">Aspect of the source</th> <th data-bbox="1431 911 2051 970">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1055 970 1431 1062"><b>Author:</b><br/>Modern historian</td> <td data-bbox="1431 970 2051 1062">Useful because he has expert knowledge/has studied a range of relevant sources</td> </tr> <tr> <td data-bbox="1055 1062 1431 1182"><b>Type of Source:</b><br/>Textbook</td> <td data-bbox="1431 1062 2051 1182">Useful because it contains straightforward factual information without bias/well researched</td> </tr> <tr> <td data-bbox="1055 1182 1431 1275"><b>Purpose:</b><br/>To inform</td> <td data-bbox="1431 1182 2051 1275">Useful because it provides detailed information</td> </tr> <tr> <td data-bbox="1055 1275 1431 1366"><b>Timing:</b><br/>2009</td> <td data-bbox="1431 1275 2051 1366">Useful because it has the benefit of hindsight</td> </tr> </tbody> </table> | Aspect of the source | Possible comment | <b>Author:</b><br>Modern historian | Useful because he has expert knowledge/has studied a range of relevant sources | <b>Type of Source:</b><br>Textbook | Useful because it contains straightforward factual information without bias/well researched | <b>Purpose:</b><br>To inform | Useful because it provides detailed information | <b>Timing:</b><br>2009 | Useful because it has the benefit of hindsight |
| Aspect of the source               | Possible comment                                                                                                                                                                                                                                                                                                                                    |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                      |                  |                                    |                                                                                |                                    |                                                                                             |                              |                                                 |                        |                                                |
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| <b>Purpose:</b><br>To inform       | Useful because it provides detailed information                                                                                                                                                                                                                                                                                                     |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                      |                  |                                    |                                                                                |                                    |                                                                                             |                              |                                                 |                        |                                                |
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| Question                                                                                                                                                |                                                                                    | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                          | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |                  |                                                                                                       |                                                                                    |                                                                          |                                                                             |                                                                                                                                                         |                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
|                                                                                                                                                         |                                                                                    | <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• a maximum of <b>4 marks</b> can be given for evaluative comments relating to author, type of source, purpose and timing</li> <li>• a maximum of <b>2 marks</b> may be given for evaluative comments relating to the content of the source</li> <li>• a maximum of <b>2 marks</b> may be given for points of significant omission.</li> </ul> |          | <table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>King Edward called for a parliament to be held in May 1291 to settle the future of the Scottish crown</td> <td>Useful as it is accurate (Edward was in charge of the event rather than the Scots)</td> </tr> <tr> <td>The location he chose was Norham Castle on the English side of the Tweed</td> <td>Useful as it is accurate (Edward's intention was to disadvantage the Scots)</td> </tr> <tr> <td>He said that the proceedings would not start until the Guardians and the claimants to the throne had acknowledged his position as overlord of Scotland.</td> <td>Useful as it is accurate (Edward did want to be the ruler of Scotland)</td> </tr> </tbody> </table> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. Scottish nobles/representatives did not think they could make such an agreement - only a king could do so</li> <li>2. some claimants agreed very quickly (eg Bruce) and made it difficult for others to refuse (eg Balliol)</li> <li>3. Civil war a possibility due to rival factions/13 claimants in all including Edward</li> <li>4. Edward brought an army with him to Norham to intimidate the Scots</li> <li>5. <b>any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></li> </ol> | Content | Possible comment | King Edward called for a parliament to be held in May 1291 to settle the future of the Scottish crown | Useful as it is accurate (Edward was in charge of the event rather than the Scots) | The location he chose was Norham Castle on the English side of the Tweed | Useful as it is accurate (Edward's intention was to disadvantage the Scots) | He said that the proceedings would not start until the Guardians and the claimants to the throne had acknowledged his position as overlord of Scotland. | Useful as it is accurate (Edward did want to be the ruler of Scotland) |
| Content                                                                                                                                                 | Possible comment                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |                  |                                                                                                       |                                                                                    |                                                                          |                                                                             |                                                                                                                                                         |                                                                        |
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| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| 3.       | <p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed.</li> </ul> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. sacked Berwick</li> <li>2. slaughtered the townspeople as a warning against resistance</li> <li>3. defeated Scots noble-led army at Dunbar</li> <li>4. marched his army throughout Scotland from Dunbar as far as Elgin and back</li> <li>5. took control of Scottish castles eg Stirling, Edinburgh, Perth</li> <li>6. dethroned Balliol/stripped Balliol of his king's insignia</li> <li>7. took Balliol to London as his prisoner/took other hostages to ensure loyalty</li> <li>8. made important Scots sign allegiance to him/Ragman Rolls</li> <li>9. took away the Stone of Scone to England to stop another king being crowned</li> <li>10. took away important Scottish legal documents/Black Rood of St Margaret</li> <li>11. any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</li> </ol> |

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| 4.       | <p>Candidates must make a judgement about the extent to which the source provides a full description/ explanation of a given event or development.</p> <p>Candidates should be given <b>up to 3 marks</b> for their identification of points from the source that supports their judgement. Candidates should be given <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ol style="list-style-type: none"> <li>1. Wallace left Scotland</li> <li>2. he travelled to France as part of his campaign to free John Balliol</li> <li>3. Wallace planned to visit the Pope to get him on Balliol's side</li> <li>4. Wallace was back in Scotland well before 1305 where he continued to fight against Edward's rule</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. resigned as Guardian of Scotland in 1298</li> <li>6. declared an outlaw by Scottish parliament (in March 1305 at Edward's behest)</li> <li>7. handed over to English by John Menteith in August 1305</li> <li>8. taken to London and tried for treason</li> <li>9. executed by being hanged, drawn and quartered</li> </ol> <p><b>10. any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p> |

Section 1, Context B, Mary Queen of Scots, and the Scottish Reformation, 1542-1587

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| 5.       | <p>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.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. Scotland broke the Treaty of Greenwich with England (promise for Mary to marry Henry VIII's son) so Mary would have been in danger from the English ('Rough Wooing')</li> <li>2. Mary had to be moved around the country many times so it was becoming difficult to keep her safe from the attacking English</li> <li>3. a plan was developed to smuggle Mary out of Scotland to France because the English continued to try and enforce the treaty even after Henry VIII had died (1547)</li> <li>4. the French wanted Mary to marry the heir to the French throne so Mary had to leave Scotland to live in France</li> <li>5. in August 1548 Mary set sail for France because Scotland and France had signed the Treaty of Haddington which promised Mary in marriage to the French heir to the throne</li> <li>6. moving Mary to France was a precondition for French military aid against the English</li> <li>7. <b>any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></li> </ol> |

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| 6.       | <p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed.</li> </ul> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. some Scots began to question the teachings of the Catholic Church</li> <li>2. criticism of the wealth of the Catholic Church in Scotland</li> <li>3. English translations of the Bible were distributed</li> <li>4. religious pamphlets were brought over from abroad</li> <li>5. Protestant preachers like John Knox started preaching/returned to Scotland in 1559</li> <li>6. resentment of French/Catholic influence over Scotland</li> <li>7. criticism of how some Protestant preachers were treated eg Wishart</li> <li>8. death of Catholic Queen Mary of Guise in 1560</li> <li>9. Parliament in August abolished the mass, ended the authority of the Pope and adopted the Protestant Confession of Faith</li> </ol> <p><b>10. any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p> |

| Question                           | General marking instructions for this type of question                                                                                                                                                                                                                                                                                              | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                      |                  |                             |                                                                                |                                    |                                                                                             |                              |                                                 |                        |                                                |
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| 7.                                 | <p>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 and omission.</p> <p>For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.</p> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.</p> <p><b>1 mark</b> should be given for each relevant comment made, up to a <b>maximum of 5 marks in total.</b></p> <ul style="list-style-type: none"> <li>• A maximum of <b>4 marks</b> can be given for evaluative comments relating to the author, type of source, purpose and timing.</li> <li>• A maximum of <b>2 marks</b> may be given for comments relating to the content of the source.</li> <li>• A maximum of <b>2 marks</b> may be given for comments relating to points of significant omission.</li> </ul> <p><b>Examples of aspects of the source and relevant comments:</b></p> <table border="1" data-bbox="1055 879 2051 1334"> <thead> <tr> <th data-bbox="1055 879 1431 938">Aspect of the source</th> <th data-bbox="1431 879 2051 938">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1055 938 1431 1031"><b>Author:</b><br/>Historian</td> <td data-bbox="1431 938 2051 1031">Useful because he has expert knowledge/has studied a range of relevant sources</td> </tr> <tr> <td data-bbox="1055 1031 1431 1150"><b>Type of Source:</b><br/>Textbook</td> <td data-bbox="1431 1031 2051 1150">Useful because it contains straightforward factual information without bias/well researched</td> </tr> <tr> <td data-bbox="1055 1150 1431 1243"><b>Purpose:</b><br/>To inform</td> <td data-bbox="1431 1150 2051 1243">Useful because it provides detailed information</td> </tr> <tr> <td data-bbox="1055 1243 1431 1334"><b>Timing:</b><br/>2013</td> <td data-bbox="1431 1243 2051 1334">Useful because it has the benefit of hindsight</td> </tr> </tbody> </table> | Aspect of the source | Possible comment | <b>Author:</b><br>Historian | Useful because he has expert knowledge/has studied a range of relevant sources | <b>Type of Source:</b><br>Textbook | Useful because it contains straightforward factual information without bias/well researched | <b>Purpose:</b><br>To inform | Useful because it provides detailed information | <b>Timing:</b><br>2013 | Useful because it has the benefit of hindsight |
| Aspect of the source               | Possible comment                                                                                                                                                                                                                                                                                                                                    |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                      |                  |                             |                                                                                |                                    |                                                                                             |                              |                                                 |                        |                                                |
| <b>Author:</b><br>Historian        | Useful because he has expert knowledge/has studied a range of relevant sources                                                                                                                                                                                                                                                                      |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                      |                  |                             |                                                                                |                                    |                                                                                             |                              |                                                 |                        |                                                |
| <b>Type of Source:</b><br>Textbook | Useful because it contains straightforward factual information without bias/well researched                                                                                                                                                                                                                                                         |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                      |                  |                             |                                                                                |                                    |                                                                                             |                              |                                                 |                        |                                                |
| <b>Purpose:</b><br>To inform       | Useful because it provides detailed information                                                                                                                                                                                                                                                                                                     |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                      |                  |                             |                                                                                |                                    |                                                                                             |                              |                                                 |                        |                                                |
| <b>Timing:</b><br>2013             | Useful because it has the benefit of hindsight                                                                                                                                                                                                                                                                                                      |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                      |                  |                             |                                                                                |                                    |                                                                                             |                              |                                                 |                        |                                                |

| Question                                    |                                                                                          | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                          | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |                  |                                       |                                                                 |                                     |                                                                                          |                                             |                                                                             |
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|                                             |                                                                                          | <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• a <b>maximum of 4 marks</b> can be given for evaluative comments relating to author, type of source, purpose and timing</li> <li>• a <b>maximum of 2 marks</b> may be given for evaluative comments relating to the content of the source</li> <li>• a <b>maximum of 2 marks</b> may be given for points of significant omission.</li> </ul> |          | <table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>Deafening noise shook the entire area</td> <td>Useful because it is accurate (the explosion was heard by many)</td> </tr> <tr> <td>Mary thought they were under attack</td> <td>Useful because it is accurate (Mary appeared not to know about the plot to kill Darnley)</td> </tr> <tr> <td>Darnley's house reduced to a pile of rubble</td> <td>Useful because it is accurate (Darnley's house did suffer extensive damage)</td> </tr> </tbody> </table> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. Darnley's naked body was found in another area away from the explosion along with a servant/without any marks that would indicate that he was in an explosion</li> <li>2. beside Darnley's body were found a cloak, a dagger, a chair and a coat</li> <li>3. witnesses say they saw men running from the scene before the explosion</li> <li>4. Mary's political enemies accused her of being involved in a plot to kill Darnley</li> <li>5. <b>any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></li> </ol> | Content | Possible comment | Deafening noise shook the entire area | Useful because it is accurate (the explosion was heard by many) | Mary thought they were under attack | Useful because it is accurate (Mary appeared not to know about the plot to kill Darnley) | Darnley's house reduced to a pile of rubble | Useful because it is accurate (Darnley's house did suffer extensive damage) |
| Content                                     | Possible comment                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |                  |                                       |                                                                 |                                     |                                                                                          |                                             |                                                                             |
| Deafening noise shook the entire area       | Useful because it is accurate (the explosion was heard by many)                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |                  |                                       |                                                                 |                                     |                                                                                          |                                             |                                                                             |
| Mary thought they were under attack         | Useful because it is accurate (Mary appeared not to know about the plot to kill Darnley) |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |                  |                                       |                                                                 |                                     |                                                                                          |                                             |                                                                             |
| Darnley's house reduced to a pile of rubble | Useful because it is accurate (Darnley's house did suffer extensive damage)              |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |                  |                                       |                                                                 |                                     |                                                                                          |                                             |                                                                             |

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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Section 1, Context C, The Treaty of Union, 1689-1715

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| 9.       | <p>Candidates must make a judgement about the extent to which the source provides a full description/ explanation of a given event or development.</p> <p>Candidates should be given up to <b>3 marks</b> for their identification of points from the source that supports their judgement. Candidates should be given up to <b>4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ol style="list-style-type: none"> <li>1. in England there was a lot of resentment at the level of support for the Jacobites in Scotland</li> <li>2. the Scots were angry at not being consulted by the English over the Act of Settlement of 1701</li> <li>3. as the smaller partner in the union of crowns the Scots felt their interests were ignored</li> <li>4. the Scots were also annoyed that they had not been consulted over entry into the war of Spanish Succession</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. Scots were angry at the role of England in the failure of the Darien scheme</li> <li>6. England's wars with France had worsened Scotland's economic problems, especially hitting towns such as Ayr which imported French goods</li> <li>7. the English were annoyed when Scots passed the Act Anent Peace and War</li> <li>8. the Scottish parliament angered Westminster by appointing a Protestant successor to Queen Anne without consulting them</li> <li>9. the Scots regarded the Aliens Act as an attempt to bully them</li> <li>10. The Worcester Affair (execution of English captain for piracy) angered the English</li> <li>11. <b>any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></li> </ol> |

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| 10.      | <p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed.</li> </ul> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. Union would lead to a rise in taxes in Scotland</li> <li>2. the Scottish MPs would be outnumbered in a new British parliament</li> <li>3. Union would end Scotland's identity as an independent nation (eg currency and laws)</li> <li>4. Union would threaten the independence of the Scottish church</li> <li>5. Scotland would be unable to compete with the more developed English industry (at home or abroad)</li> <li>6. fears that English trading interests would be prioritised</li> </ol> <p><b>7. any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p> |

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Question                                                | General marking instructions for this type of question                                                                                                                                                                                                                                                                                              | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                      |                  |                                    |                                                                                |                                    |                                                                                             |                                                         |                                                 |                        |                                                |
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| Content                                                                                                                                              | Possible comment                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |         |                  |                                                                                                 |                                                                              |                                                                                                                                                      |                                                                       |                                                                                                                                 |                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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Section 1, Context D, Migration and Empire, 1830-1939

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| 13.      | <p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed.</li> </ul> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. wealth of cities such as Glasgow increased and cities grew/population 1 million by 1911</li> <li>2. built environment benefited from investment of profits made from Empire investment - fine public buildings, mansions for successful entrepreneurs</li> <li>3. many jobs were created in Scotland in manufacturing goods for export to the Empire (eg railway locomotives, ships)</li> <li>4. raw materials from the Empire (eg jute, sugar) were processed in Scotland</li> <li>5. Empire cultures introduced into Scotland (eg food, music)</li> <li>6. some investment capital went overseas instead of into developing new Scottish industries</li> <li>7. immigrant workers provided a cheap labour force and kept wages down</li> <li>8. large available cheap labour force discouraged investment in new mechanisation (eg in mining, shipbuilding)</li> <li>9. created many opportunities for Scots within the Empire (eg armed forces, civil service)</li> <li>10. <b>any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></li> </ol> |

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| 14.      | <p>Candidates must make a judgement about the extent to which the source provides a full description/ explanation of a given event or development.</p> <p>Candidates should be given up to 3 marks for their identification of points from the source that supports their judgement. Candidates should be given up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. 1 mark may be given for each valid point interpreted from the source or each valid point of significant omission provided.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ol style="list-style-type: none"> <li>1. the church enabled them to keep their religious identity in Scotland through worshipping in their traditional way</li> <li>2. it was the centre of social life for many Irish immigrants/offered a friendly environment where people could meet and be made welcome</li> <li>3. the church also established youth groups</li> <li>4. the church also attempted to tackle some of the issues Scottish society faced, such as the problem of poverty</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. parish priests helped with writing letters, finding work and accommodation etc</li> <li>6. church ran charities to help poor immigrants (eg St Vincent de Paul Society)</li> <li>7. church set up and supervised schools for Catholic children</li> <li>8. church set up sports organisations such as Celtic FC and Hibernian FC</li> <li>9. immigrants from the north of Ireland were often Protestants so the Catholic Church did not play a part in their lives</li> </ol> <p><b>10. any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p> |

| Question                           | General marking instructions for this type of question                                                                                                                                                                                                                                                                                              | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                      |                  |                                    |                                                                                |                                    |                                                                                             |                              |                                                 |                        |                                                |
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| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| 16.      | <p>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.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. improved transport - steam ships and railways - encouraged Scots to move because they would not be without earnings for long/could return if necessary</li> <li>2. some felt compelled to do missionary work/spread Christianity in the Empire</li> <li>3. established Scots communities abroad were attractive to new emigrants who would feel more comfortable with their familiar culture</li> <li>4. some countries offered free or cheap land (eg Canada) which attracted Scots farmers and crofters</li> <li>5. land in New Zealand and the USA was known to be fertile and better than the land in Scotland so farmers were attracted there</li> <li>6. agents for Empire countries held information meetings to encourage Scots to emigrate by showing the positive side of emigration</li> <li>7. family and friends who had emigrated wrote letters home encouraging others to join them as they were doing well/helped with the cost of fares</li> <li>8. higher wages for skilled Scots encouraged both permanent and temporary emigration</li> <li>9. wide range of work available in trades that Scots were experienced in (eg farming, mining, engineering) so they could find work easily</li> <li>10. administrative empire jobs with high status were attractive to well-educated Scots</li> <li>11. <b>any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></li> </ol> |

Section 1, Context E, The Era of the Great War, 1900-1928

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| 17.      | <p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed.</li> </ul> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. the trenches were often flooded/muddy</li> <li>2. the soldiers had little protection from the weather/cold in winter</li> <li>3. constant strain of gunfire/explosions (eg threat of snipers, shellshock)</li> <li>4. terrible smell in the trenches (eg rotting corpses, open latrines)</li> <li>5. discomfort caused by lice/flies</li> <li>6. problems caused by conditions such as: trench foot; trench mouth</li> <li>7. danger of gas; blisters; blindness; suffocation</li> <li>8. problem of rats searching for food/spreading diseases</li> <li>9. difficulty of coping with seeing friends wounded or killed</li> <li>10. food was monotonous/supply of food varied</li> </ol> <p><b>11. any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p> |

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| 18.      | <p>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.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. health was being affected by lack of food/malnutrition</li> <li>2. some people were starving</li> <li>3. soldiers took priority therefore there was less food on the Home Front</li> <li>4. vital war workers needed fed adequately to produce weapons etc</li> <li>5. U-boats sank many supply ships which reduced the amount of food available</li> <li>6. there was a limit to what civilians could grow (especially in cities)</li> <li>7. food became expensive/prices of goods rose faster than peoples' wages</li> <li>8. farm production affected by recruitment of labourers/requisitioning of horses</li> <li>9. failure of propaganda campaigns to limit food waste</li> <li>10. rationing introduced to maintain a fair supply of food/necessary to maintain high morale on the Home Front</li> </ol> <p><b>11. any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p> |

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| 19.      | <p>Candidates must make a judgement about the extent to which the source provides a full description/ explanation of a given event or development.</p> <p>Candidates should be given up to 3 marks for their identification of points from the source that supports their judgement. Candidates should be given up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. 1 mark may be given for each valid point interpreted from the source or each valid point of significant omission provided.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ol style="list-style-type: none"> <li>1. it gave women an opportunity to prove themselves in a male-dominated society (doing more than cleaning the house and tending to the children)</li> <li>2. (with so many men going to war there was a large gap in employment and) women responded by replacing men in the workplace</li> <li>3. Women's Royal Air Force was created/women worked on planes as mechanics</li> <li>4. less well known roles of women in the war included selling war bonds</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. they worked in heavy industry</li> <li>6. they worked in public transport (eg railways, trams, buses)</li> <li>7. in farming and forestry/Land Army</li> <li>8. they joined the newly formed women's police force</li> <li>9. they joined the women's WRENS, WAACS/further details about the WRAF</li> <li>10. many women worked in munitions</li> <li>11. greater responsibility/promotion (eg supervisors)</li> </ol> <p><b>12. any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p> |

| Question                                           | General marking instructions for this type of question                                                                                                                                                                                                                                                                                              | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                      |                  |                                    |                                                                                |                                                    |                                                                                             |                              |                                                 |                        |                                                |
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| 20.                                                | <p>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 and omission.</p> <p>For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.</p> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.</p> <p><b>1 mark</b> should be given for each relevant comment made, up to a <b>maximum of 5 marks in total.</b></p> <ul style="list-style-type: none"> <li>• A maximum of <b>4 marks</b> can be given for evaluative comments relating to the author, type of source, purpose and timing.</li> <li>• A maximum of <b>2 marks</b> may be given for comments relating to the content of the source.</li> <li>• A maximum of <b>2 marks</b> may be given for comments relating to points of significant omission.</li> </ul> <p><b>Examples of aspects of the source and relevant comments:</b></p> <table border="1" data-bbox="1055 850 2049 1358"> <thead> <tr> <th data-bbox="1055 850 1431 906">Aspect of the source</th> <th data-bbox="1431 850 2049 906">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1055 906 1431 1002"><b>Author:</b><br/>Modern Historian</td> <td data-bbox="1431 906 2049 1002">Useful because he has expert knowledge/has studied a range of relevant sources</td> </tr> <tr> <td data-bbox="1055 1002 1431 1121"><b>Type of Source:</b><br/>A text book/history book</td> <td data-bbox="1431 1002 2049 1121">Useful because it contains straightforward factual information without bias/well researched</td> </tr> <tr> <td data-bbox="1055 1121 1431 1241"><b>Purpose:</b><br/>To inform</td> <td data-bbox="1431 1121 2049 1241">Useful because it provides detailed information</td> </tr> <tr> <td data-bbox="1055 1241 1431 1358"><b>Timing:</b><br/>1989</td> <td data-bbox="1431 1241 2049 1358">Useful because it has the benefit of hindsight</td> </tr> </tbody> </table> | Aspect of the source | Possible comment | <b>Author:</b><br>Modern Historian | Useful because he has expert knowledge/has studied a range of relevant sources | <b>Type of Source:</b><br>A text book/history book | Useful because it contains straightforward factual information without bias/well researched | <b>Purpose:</b><br>To inform | Useful because it provides detailed information | <b>Timing:</b><br>1989 | Useful because it has the benefit of hindsight |
| Aspect of the source                               | Possible comment                                                                                                                                                                                                                                                                                                                                    |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                      |                  |                                    |                                                                                |                                                    |                                                                                             |                              |                                                 |                        |                                                |
| <b>Author:</b><br>Modern Historian                 | Useful because he has expert knowledge/has studied a range of relevant sources                                                                                                                                                                                                                                                                      |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                      |                  |                                    |                                                                                |                                                    |                                                                                             |                              |                                                 |                        |                                                |
| <b>Type of Source:</b><br>A text book/history book | Useful because it contains straightforward factual information without bias/well researched                                                                                                                                                                                                                                                         |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                      |                  |                                    |                                                                                |                                                    |                                                                                             |                              |                                                 |                        |                                                |
| <b>Purpose:</b><br>To inform                       | Useful because it provides detailed information                                                                                                                                                                                                                                                                                                     |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                      |                  |                                    |                                                                                |                                                    |                                                                                             |                              |                                                 |                        |                                                |
| <b>Timing:</b><br>1989                             | Useful because it has the benefit of hindsight                                                                                                                                                                                                                                                                                                      |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                      |                  |                                    |                                                                                |                                                    |                                                                                             |                              |                                                 |                        |                                                |

| Question                                                                                                                                     |                                                                                          | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                     | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |         |                  |                                                                                                      |                                                                                          |                                                                                                                                |                                                              |                                                                                                                                              |                                                                                |
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|                                                                                                                                              |                                                                                          | <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• a maximum of 4 marks can be given for evaluative comments relating to author, type of source, purpose and timing</li> <li>• a maximum of 2 marks may be given for evaluative comments relating to the content of the source</li> <li>• a maximum of 2 marks may be given for points of significant omission.</li> </ul> |          | <table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>the hundreds of fishing boats that had been working for the Royal Navy were free again to go fishing</td> <td>Useful as it is accurate (wartime restrictions were lifted and fishing grounds reopened)</td> </tr> <tr> <td>It meant there were far more boats chasing the same amount of fish/ many boats could not make enough money to stay in business</td> <td>Useful as it is accurate (many boats did go out of business)</td> </tr> <tr> <td>On top of that it was far more difficult to sell fish. (Before the war most of the herring that were caught were sold to Germany and Russia)</td> <td>Useful as it is accurate (Germany and Russia were both in chaos after the war)</td> </tr> </tbody> </table> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. many industries received a boost during the war (eg shipbuilding, jute)</li> <li>2. people at home were eating a lot less fish which decreased demand/European countries started to compete strongly with Scottish fleets and in 1920 the government removed the guaranteed price for herring</li> <li>3. some fishing boats were in poor condition after wartime so not as productive</li> <li>4. many industries declined after the war due to lack of wartime demand (eg agriculture, coal, jute)</li> <li>5. any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left).</li> </ol> | Content | Possible comment | the hundreds of fishing boats that had been working for the Royal Navy were free again to go fishing | Useful as it is accurate (wartime restrictions were lifted and fishing grounds reopened) | It meant there were far more boats chasing the same amount of fish/ many boats could not make enough money to stay in business | Useful as it is accurate (many boats did go out of business) | On top of that it was far more difficult to sell fish. (Before the war most of the herring that were caught were sold to Germany and Russia) | Useful as it is accurate (Germany and Russia were both in chaos after the war) |
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| the hundreds of fishing boats that had been working for the Royal Navy were free again to go fishing                                         | Useful as it is accurate (wartime restrictions were lifted and fishing grounds reopened) |                                                                                                                                                                                                                                                                                                                                                                                                                            |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |         |                  |                                                                                                      |                                                                                          |                                                                                                                                |                                                              |                                                                                                                                              |                                                                                |
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Section 2, Context A, The Creation of the Medieval Kingdoms, 1066-1406

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| 21.      | <p>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.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul> | 6        | <p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 6 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. David's mother Margaret was English/from a Saxon family which experienced Norman rule</li> <li>2. David's sister was married to the King of England, Henry I</li> <li>3. David spent part of his childhood in the royal court in England</li> <li>4. David was married to an Anglo-Norman heiress (Matilda of Huntingdon)</li> <li>5. David took part in Anglo-Norman ceremonies (eg was made a knight by Henry I)</li> <li>6. David had many friends who were Anglo-Norman barons</li> <li>7. David had land in England (eg Northampton/Huntingdon/Bedford)</li> </ol> <p><b>8. any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p> |

| Question                      | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                               |                                                                                |                 |                                                                                                                                                                                        |                |                                                                                                                      |                  |                                                                                                                                                           |               |                                                                                                                                                 |
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| 22.                           | <p>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.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>up to <b>5 marks</b> can be given 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 given for relevant points of knowledge</li> <li>a further <b>3 marks</b> can be given for providing the answer in a structured way and coming to a reasoned conclusion.</li> </ul> | 8        | <p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Candidates must use knowledge to present a balanced assessment of the influence of different possible factors and come to a reasoned conclusion. <b>Up to 5 marks</b> are allocated for relevant points of knowledge used to support factors (but one mark should be deducted if the process is not clear in at least two factors). <b>1 mark</b> should be given for each relevant, factual key point of knowledge used to support a factor. <b>If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge.</b></p> <table border="1" data-bbox="1055 639 2051 1414"> <thead> <tr> <th data-bbox="1055 639 1435 735">Possible factors may include:</th> <th data-bbox="1435 639 2051 735">Relevant, factual, key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td data-bbox="1055 735 1435 922">Illegal castles</td> <td data-bbox="1435 735 2051 922">           1. Barons had built illegal castles without royal permission during the civil war<br/>           2. some Barons refused to hand the castles over to Henry (eg The Earl of York/Scarborough castle)         </td> </tr> <tr> <td data-bbox="1055 922 1435 1042">Illegal armies</td> <td data-bbox="1435 922 2051 1042">           3. Barons had hired mercenaries to fight for them/protect their land<br/>           4. illegal armies threatened Henry's control         </td> </tr> <tr> <td data-bbox="1055 1042 1435 1230">Corrupt sheriffs</td> <td data-bbox="1435 1042 2051 1230">           5. some sheriffs had been keeping fines paid by criminals instead of paying them to the king<br/>           6. some sheriffs had been accepting bribes from criminals         </td> </tr> <tr> <td data-bbox="1055 1230 1435 1414">No common law</td> <td data-bbox="1435 1230 2051 1414">           7. the law was different in every area across Henry's kingdom<br/>           8. Barons decided the law in their own area and as a result were very powerful         </td> </tr> </tbody> </table> | Possible factors may include: | Relevant, factual, key points of knowledge to support this factor may include: | Illegal castles | 1. Barons had built illegal castles without royal permission during the civil war<br>2. some Barons refused to hand the castles over to Henry (eg The Earl of York/Scarborough castle) | Illegal armies | 3. Barons had hired mercenaries to fight for them/protect their land<br>4. illegal armies threatened Henry's control | Corrupt sheriffs | 5. some sheriffs had been keeping fines paid by criminals instead of paying them to the king<br>6. some sheriffs had been accepting bribes from criminals | No common law | 7. the law was different in every area across Henry's kingdom<br>8. Barons decided the law in their own area and as a result were very powerful |
| Possible factors may include: | Relevant, factual, key points of knowledge to support this factor may include:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                               |                                                                                |                 |                                                                                                                                                                                        |                |                                                                                                                      |                  |                                                                                                                                                           |               |                                                                                                                                                 |
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| Corrupt sheriffs              | 5. some sheriffs had been keeping fines paid by criminals instead of paying them to the king<br>6. some sheriffs had been accepting bribes from criminals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                               |                                                                                |                 |                                                                                                                                                                                        |                |                                                                                                                      |                  |                                                                                                                                                           |               |                                                                                                                                                 |
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| Question                  | General marking instructions for this type of question                                                                                                                                                                                            | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            |                                                                                                                                                                                                                        |              |                                                                                                                                                                                                                                                   |                           |    |
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|                           |                                                                                                                                                                                                                                                   |          | <table border="1" data-bbox="1055 272 2051 772"> <tr> <td data-bbox="1055 272 1435 459">Land theft</td> <td data-bbox="1435 272 2051 459"> <ol style="list-style-type: none"> <li>1. some Barons were stealing land from their weaker neighbours</li> <li>2. some Barons forged documents making false claims that they were the rightful heir to land</li> </ol> </td> </tr> <tr> <td data-bbox="1055 459 1435 683">Large empire</td> <td data-bbox="1435 459 2051 683"> <ol style="list-style-type: none"> <li>3. Henry had a large empire (eg Scotland to the Pyrenees and could not be everywhere at once)</li> <li>4. Henry's empire did not share many customs or traditions making it difficult to govern</li> </ol> </td> </tr> <tr> <td data-bbox="1055 683 1435 772">Any other relevant factor</td> <td data-bbox="1435 683 2051 772">5.</td> </tr> </table> <p data-bbox="1043 807 2040 874"><b>Up to 3 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:</b></p> <p data-bbox="1043 911 2051 978"><b>1 mark</b> for the answer being presented in a structured way, with knowledge being organised in support of different factors.</p> <p data-bbox="1043 978 2018 1011"><b>1 mark</b> given for a conclusion with a valid judgement or overall summary.</p> <p data-bbox="1043 1011 1973 1045"><b>1 mark</b> given for a reason being provided in support of the judgement.</p> | Land theft | <ol style="list-style-type: none"> <li>1. some Barons were stealing land from their weaker neighbours</li> <li>2. some Barons forged documents making false claims that they were the rightful heir to land</li> </ol> | Large empire | <ol style="list-style-type: none"> <li>3. Henry had a large empire (eg Scotland to the Pyrenees and could not be everywhere at once)</li> <li>4. Henry's empire did not share many customs or traditions making it difficult to govern</li> </ol> | Any other relevant factor | 5. |
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| Question                            | General marking instructions for this type of question                                                                                                                                                                                                                                                                                              | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                      |                  |                        |                                                                                                                          |                                     |                                                   |                              |                                                                                                                                                                |                        |                                                                   |
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| 23.                                 | <p>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 and omission.</p> <p>For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.</p> | 6        | <p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.</p> <p><b>1 mark</b> should be given for each relevant comment made, up to a <b>maximum of 6 marks in total.</b></p> <ul style="list-style-type: none"> <li>• A maximum of <b>4 marks</b> can be given for evaluative comments relating to the author, type of source, purpose and timing.</li> <li>• A maximum of <b>2 marks</b> may be given for comments relating to the content of the source.</li> <li>• A maximum of <b>2 marks</b> may be given for comments relating to points of significant omission.</li> </ul> <p><b>Examples of aspects of the source and relevant comments:</b></p> <table border="1" data-bbox="1055 879 2051 1394"> <thead> <tr> <th data-bbox="1055 879 1431 938">Aspect of the source</th> <th data-bbox="1431 879 2051 938">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1055 938 1431 1054"><b>Author:</b><br/>Monk</td> <td data-bbox="1431 938 2051 1054">Useful because he would have been well placed to receive information/perhaps less useful because he is not an eyewitness</td> </tr> <tr> <td data-bbox="1055 1054 1431 1150"><b>Type of Source:</b><br/>Chronicle</td> <td data-bbox="1431 1054 2051 1150">Useful because it was a detailed record of events</td> </tr> <tr> <td data-bbox="1055 1150 1431 1302"><b>Purpose:</b><br/>To inform</td> <td data-bbox="1431 1150 2051 1302">Useful because it was written to inform us about the king's role in ending the Peasants' Revolt/perhaps less useful because it is biased in favour of the king</td> </tr> <tr> <td data-bbox="1055 1302 1431 1394"><b>Timing:</b><br/>1381</td> <td data-bbox="1431 1302 2051 1394">Useful because it was written at the time of the Peasants' Revolt</td> </tr> </tbody> </table> | Aspect of the source | Possible comment | <b>Author:</b><br>Monk | Useful because he would have been well placed to receive information/perhaps less useful because he is not an eyewitness | <b>Type of Source:</b><br>Chronicle | Useful because it was a detailed record of events | <b>Purpose:</b><br>To inform | Useful because it was written to inform us about the king's role in ending the Peasants' Revolt/perhaps less useful because it is biased in favour of the king | <b>Timing:</b><br>1381 | Useful because it was written at the time of the Peasants' Revolt |
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| Question                                                                                       |                                                                                                        | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                          | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |         |                  |                                            |                                                                               |                                                                                   |                                                                                                        |                                                                                                |                                                                                          |
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|                                                                                                |                                                                                                        | <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• a <b>maximum of 4 marks</b> can be given for evaluative comments relating to author, type of source, purpose and timing</li> <li>• a <b>maximum of 2 marks</b> may be given for evaluative comments relating to the content of the source</li> <li>• a <b>maximum of 2 marks</b> may be given for points of significant omission.</li> </ul> |          | <table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>The peasants' leader, Wat Tyler was killed</td> <td>Useful because it is accurate (Wat Tyler did die during the Peasants' Revolt)</td> </tr> <tr> <td>The king rode toward them (peasants) and persuaded them to put their weapons away</td> <td>Useful because it is accurate (the king was successful in getting the peasants to lay down their arms)</td> </tr> <tr> <td>The king promised the peasants that they would be treated fairly and so they agreed to go home</td> <td>Useful because it is accurate (the king did manage to persuade the peasants to disperse)</td> </tr> </tbody> </table> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. the king did agree to the peasants' demands</li> <li>2. peasants ambushed by the king's army and arrested</li> <li>3. leaders of the rebellion hanged</li> </ol> <p>4. <b>any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p> | Content | Possible comment | The peasants' leader, Wat Tyler was killed | Useful because it is accurate (Wat Tyler did die during the Peasants' Revolt) | The king rode toward them (peasants) and persuaded them to put their weapons away | Useful because it is accurate (the king was successful in getting the peasants to lay down their arms) | The king promised the peasants that they would be treated fairly and so they agreed to go home | Useful because it is accurate (the king did manage to persuade the peasants to disperse) |
| Content                                                                                        | Possible comment                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |         |                  |                                            |                                                                               |                                                                                   |                                                                                                        |                                                                                                |                                                                                          |
| The peasants' leader, Wat Tyler was killed                                                     | Useful because it is accurate (Wat Tyler did die during the Peasants' Revolt)                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |         |                  |                                            |                                                                               |                                                                                   |                                                                                                        |                                                                                                |                                                                                          |
| The king rode toward them (peasants) and persuaded them to put their weapons away              | Useful because it is accurate (the king was successful in getting the peasants to lay down their arms) |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |         |                  |                                            |                                                                               |                                                                                   |                                                                                                        |                                                                                                |                                                                                          |
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Section 2, Context B, War of the Three Kingdoms, 1603-1651

| Question                                     |                                                                                                                                                                        | General marking instructions for this type of question                                                                                                                                                                                                                                                                                              | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                      |                  |                                    |                                                                          |                                              |                                                                                                                                                                        |                                |                                                                                                            |
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| 24.                                          |                                                                                                                                                                        | <p>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 and omission.</p> <p>For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.</p> | 6        | <p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.</p> <p><b>1 mark</b> should be given for each relevant comment made, up to a <b>maximum of 6 marks in total.</b></p> <ul style="list-style-type: none"> <li>• A maximum of <b>4 marks</b> can be given for evaluative comments relating to the author, type of source, purpose and timing.</li> <li>• A maximum of <b>2 marks</b> may be given for comments relating to the content of the source.</li> <li>• A maximum of <b>2 marks</b> may be given for comments relating to points of significant omission.</li> </ul> <p><b>Examples of aspects of the source and relevant comments:</b></p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td><b>Author:</b><br/>House of Commons</td> <td>Useful because it is from eyewitnesses who were in dispute with the king</td> </tr> <tr> <td><b>Type of Source:</b><br/>Official statement</td> <td>Useful because it is an official government statement which outlines the concerns of parliament and will therefore be truthful/perhaps less useful as it may be biased</td> </tr> <tr> <td><b>Purpose:</b><br/>To persuade</td> <td>Useful because it attempts to justify the position of Parliament/perhaps less useful as it is not balanced</td> </tr> </tbody> </table> | Aspect of the source | Possible comment | <b>Author:</b><br>House of Commons | Useful because it is from eyewitnesses who were in dispute with the king | <b>Type of Source:</b><br>Official statement | Useful because it is an official government statement which outlines the concerns of parliament and will therefore be truthful/perhaps less useful as it may be biased | <b>Purpose:</b><br>To persuade | Useful because it attempts to justify the position of Parliament/perhaps less useful as it is not balanced |
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| <b>Purpose:</b><br>To persuade               | Useful because it attempts to justify the position of Parliament/perhaps less useful as it is not balanced                                                             |                                                                                                                                                                                                                                                                                                                                                     |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                      |                  |                                    |                                                                          |                                              |                                                                                                                                                                        |                                |                                                                                                            |

| Question                                                                                                            | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                          | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                        |                                                                                                                         |         |                  |                                                      |                                                                                                      |                                                                                                                    |                                                                                                                                |                                                                                                                     |                                                                                                                                 |
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|                                                                                                                     | <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• a <b>maximum of 4 marks</b> can be given for evaluative comments relating to author, type of source, purpose and timing</li> <li>• a <b>maximum of 2 marks</b> may be given for evaluative comments relating to the content of the source</li> <li>• a <b>maximum of 2 marks</b> may be given for points of significant omission.</li> </ul> |          | <table border="1" data-bbox="1055 272 2051 392"> <tr> <td data-bbox="1055 272 1431 392"><b>Timing:</b><br/>1621</td> <td data-bbox="1431 272 2051 392">Useful because it is a primary source from the time when there were disputes between King James VI and I and Parliament</td> </tr> </table> <table border="1" data-bbox="1055 427 2051 911"> <thead> <tr> <th data-bbox="1055 427 1552 483">Content</th> <th data-bbox="1552 427 2051 483">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1055 483 1552 603">privileges of Parliament are our ancient birth right</td> <td data-bbox="1552 483 2051 603">Useful because it is accurate (Parliament was concerned that the king was trying to limit its power)</td> </tr> <tr> <td data-bbox="1055 603 1552 756">Matters concerning the king, state, defence, the church and the making of laws are for debating in Parliament only</td> <td data-bbox="1552 603 2051 756">Useful because it is accurate (Parliament did want to retain the right to debate certain state matters which the king opposed)</td> </tr> <tr> <td data-bbox="1055 756 1552 911">if any of its members are questioned for anything said or done in Parliament, the same is to be applied to the king</td> <td data-bbox="1552 756 2051 911">Useful because it is accurate (Parliament did believe the king should be accountable to Parliament as much as they were to him)</td> </tr> </tbody> </table> <p data-bbox="1043 946 1747 975"><b>Possible points of significant omission may include:</b></p> <ol data-bbox="1043 978 2051 1321" style="list-style-type: none"> <li>1. James formally deleted the Protestation from the journals of Parliament</li> <li>2. James dissolved Parliament demonstrating he did not agree with their protests</li> <li>3. James and Parliament argued over the rights of the King with the King stressing his 'divine right' to rule</li> <li>4. other issues that Parliament and the King argued over (eg the Spanish match/war in Europe)</li> <li>5. <b>any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></li> </ol> | <b>Timing:</b><br>1621 | Useful because it is a primary source from the time when there were disputes between King James VI and I and Parliament | Content | Possible comment | privileges of Parliament are our ancient birth right | Useful because it is accurate (Parliament was concerned that the king was trying to limit its power) | Matters concerning the king, state, defence, the church and the making of laws are for debating in Parliament only | Useful because it is accurate (Parliament did want to retain the right to debate certain state matters which the king opposed) | if any of its members are questioned for anything said or done in Parliament, the same is to be applied to the king | Useful because it is accurate (Parliament did believe the king should be accountable to Parliament as much as they were to him) |
| <b>Timing:</b><br>1621                                                                                              | Useful because it is a primary source from the time when there were disputes between King James VI and I and Parliament                                                                                                                                                                                                                                                                                                                         |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                        |                                                                                                                         |         |                  |                                                      |                                                                                                      |                                                                                                                    |                                                                                                                                |                                                                                                                     |                                                                                                                                 |
| Content                                                                                                             | Possible comment                                                                                                                                                                                                                                                                                                                                                                                                                                |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                        |                                                                                                                         |         |                  |                                                      |                                                                                                      |                                                                                                                    |                                                                                                                                |                                                                                                                     |                                                                                                                                 |
| privileges of Parliament are our ancient birth right                                                                | Useful because it is accurate (Parliament was concerned that the king was trying to limit its power)                                                                                                                                                                                                                                                                                                                                            |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                        |                                                                                                                         |         |                  |                                                      |                                                                                                      |                                                                                                                    |                                                                                                                                |                                                                                                                     |                                                                                                                                 |
| Matters concerning the king, state, defence, the church and the making of laws are for debating in Parliament only  | Useful because it is accurate (Parliament did want to retain the right to debate certain state matters which the king opposed)                                                                                                                                                                                                                                                                                                                  |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                        |                                                                                                                         |         |                  |                                                      |                                                                                                      |                                                                                                                    |                                                                                                                                |                                                                                                                     |                                                                                                                                 |
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| 25.      | <p>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.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul> | 6        | <p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 6 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. there was resentment towards the Anglican High Church ceremony that was part of Charles' coronation</li> <li>2. Resentment of Charles as an absentee monarch</li> <li>3. Scots suspicion that Charles wanted to be an absolute monarch</li> <li>4. Charles demanded that Ministers accept and use the new Prayer Book, which was unpopular amongst the Ministers</li> <li>5. there was public opposition to the introduction of the new Prayer Book (eg 1637 St Giles riots)</li> <li>6. the Scottish clergy opposed the requirement to wear gowns and surplices as dictated by Laud's Canons</li> <li>7. resentment at the abolition of Presbyteries and the threat of dissolution</li> <li>8. Charles introduced Bishops into the Scottish Church which was opposed</li> <li>9. Charles ruled that the General Assembly was not allowed to meet which caused opposition</li> <li>10. Charles imposed the Act of Revocation which took back church or royal property that had been alienated since 1540, this angered the Church</li> <li>11. resentment towards the money raising methods of Charles (eg Ship Money)</li> </ol> <p><b>12. any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p> |

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| 26.      | <p>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.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• up to <b>5 marks</b> can be given 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 given for relevant points of knowledge</li> <li>• a further <b>3 marks</b> can be given for providing the answer in a structured way and coming to a reasoned conclusion.</li> </ul> | <b>8</b> | <p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Candidates must use knowledge to present a balanced assessment of the influence of different possible factors and come to a reasoned conclusion. <b>Up to 5 marks</b> are allocated for relevant points of knowledge used to support factors (but one mark should be deducted if the process is not clear in at least two factors). <b>1 mark</b> should be given for each relevant, factual key point of knowledge used to support a factor. <b>If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge.</b></p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|          |                                                        |          | <b>Possible factors may include:</b>            | <b>Relevant, factual, key points of knowledge to support this factor may include:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|          |                                                        |          | Financial disputes                              | <ol style="list-style-type: none"> <li>1. arguments over the buying of titles, rich men were persuaded to buy titles and if they refused they were fined the same sum of money it would have cost for a title</li> <li>2. in 1635 Charles ordered that everyone in the country should pay Ship Money. This tax was only meant to be paid by coastal towns but Charles insisted inland areas were also to pay, which caused resentment/led to arrests of some MPs eg Hampden</li> <li>3. April 1640 Charles called for a Parliament to grant the money needed to fight a war in Scotland. Parliament refused and cited Laud and Strafford as men who were abusing the authority that had been given to them.</li> </ol> |

| Question           | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                      |
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|          |                                                        |          | <p>Up to 3 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:</p> <p>1 mark for the answer being presented in a structured way, with knowledge being organised in support of different factors.</p> <p>1 mark given for a conclusion with a valid judgement or overall summary.</p> <p>1 mark given for a reason being provided in support of the judgement.</p> |

Section 2, Context C, The Atlantic Slave Trade, 1770-1807

| Question                                                                             |                                                                                                                                                                                                                                                                                                                | General marking instructions for this type of question                                                                                                                                                                                                                                          | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                               |                                                                                |                                                                                      |                                                                                                                                                                                                                                                                                   |                     |                                                                                                                                                                                                                                                                                                                |
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| 27.                                                                                  |                                                                                                                                                                                                                                                                                                                | 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. | 8        | <p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Candidates must use knowledge to present a balanced assessment of the influence of different possible factors and come to a reasoned conclusion. <b>Up to 5 marks</b> are allocated for relevant points of knowledge used to support factors (but one mark should be deducted if the process is not clear in at least two factors). <b>1 mark</b> should be given for each relevant, factual key point of knowledge used to support a factor. <b>If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge.</b></p> <table border="1"> <thead> <tr> <th>Possible factors may include:</th> <th>Relevant, factual, key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td>Employment<br/>(marks should be awarded for any valid job related to the slave trade)</td> <td> <ol style="list-style-type: none"> <li>1. jobs in construction (eg factories, homes)</li> <li>2. many people relied on the slave trade for employment, (eg shipbuilding, sailors, rope-makers, sail-makers)</li> <li>3. other jobs (eg banking, insurance, industrial)</li> </ol> </td> </tr> <tr> <td>Industrial benefits</td> <td> <ol style="list-style-type: none"> <li>4. Glasgow - tobacco trade contributed to growth of industry</li> <li>5. growth of industries such as copper-smelting, sugar-refining, glass-making and textiles</li> <li>6. profits from the slave trade provided the capital for the Industrial Revolution</li> </ol> </td> </tr> </tbody> </table> | Possible factors may include: | Relevant, factual, key points of knowledge to support this factor may include: | Employment<br>(marks should be awarded for any valid job related to the slave trade) | <ol style="list-style-type: none"> <li>1. jobs in construction (eg factories, homes)</li> <li>2. many people relied on the slave trade for employment, (eg shipbuilding, sailors, rope-makers, sail-makers)</li> <li>3. other jobs (eg banking, insurance, industrial)</li> </ol> | Industrial benefits | <ol style="list-style-type: none"> <li>4. Glasgow - tobacco trade contributed to growth of industry</li> <li>5. growth of industries such as copper-smelting, sugar-refining, glass-making and textiles</li> <li>6. profits from the slave trade provided the capital for the Industrial Revolution</li> </ol> |
| Possible factors may include:                                                        | Relevant, factual, key points of knowledge to support this factor may include:                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                 |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                               |                                                                                |                                                                                      |                                                                                                                                                                                                                                                                                   |                     |                                                                                                                                                                                                                                                                                                                |
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| Question                     | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                              |                                                                                                                                                                                                                                                                                                           |                   |                                              |                           |     |
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|                              | <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>up to <b>5 marks</b> can be given for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> given for each point. If only one factor is presented, a <b>maximum of 3 marks</b> should be given for relevant points of knowledge</li> <li>a further <b>3 marks</b> can be given for providing the answer in a structured way and coming to a reasoned conclusion.</li> </ul> |          | <table border="1" data-bbox="1055 264 2051 775"> <tr> <td data-bbox="1055 264 1435 587">Financial/Municipal benefits</td> <td data-bbox="1435 264 2051 587">           7. individuals/cities became richer due to the slave trade (eg Liverpool, Bristol, London)<br/>           8. wealthy individuals invested profits from the trade (eg schools, colleges, libraries)<br/>           9. London - provided financial services such as insurance/London banks provided long-term loans for slave trade         </td> </tr> <tr> <td data-bbox="1055 587 1435 683">Consumer benefits</td> <td data-bbox="1435 587 2051 683">10. cotton, tobacco and sugar in high demand</td> </tr> <tr> <td data-bbox="1055 683 1435 775">Any other relevant factor</td> <td data-bbox="1435 683 2051 775">11.</td> </tr> </table> <p>Up to <b>3 marks</b> should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:</p> <ul style="list-style-type: none"> <li><b>1 mark</b> for the answer being presented in a structured way, with knowledge being organised in support of different factors.</li> <li><b>1 mark</b> given for a conclusion with a valid judgement or overall summary.</li> <li><b>1 mark</b> given for a reason being provided in support of the judgement.</li> </ul> | Financial/Municipal benefits | 7. individuals/cities became richer due to the slave trade (eg Liverpool, Bristol, London)<br>8. wealthy individuals invested profits from the trade (eg schools, colleges, libraries)<br>9. London - provided financial services such as insurance/London banks provided long-term loans for slave trade | Consumer benefits | 10. cotton, tobacco and sugar in high demand | Any other relevant factor | 11. |
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| Consumer benefits            | 10. cotton, tobacco and sugar in high demand                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                              |                                                                                                                                                                                                                                                                                                           |                   |                                              |                           |     |
| Any other relevant factor    | 11.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                              |                                                                                                                                                                                                                                                                                                           |                   |                                              |                           |     |

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| 28.      | <p>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.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul> | 6        | <p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 6 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. native populations were cleared from the islands/wiped out</li> <li>2. fear of violent rebellion/Caribbean became more volatile</li> <li>3. slave uprisings caused damage and destruction</li> <li>4. small farms were replaced by large plantations</li> <li>5. island economies stifled by slave trade (eg Jamaican economy became too reliant on sugar production)</li> <li>6. natural beauty of island landscapes was damaged by the growth of plantations</li> <li>7. slave trade brought racist attitudes to the Caribbean</li> <li>8. new diseases were introduced to the islands</li> </ol> <p><b>9. any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p> |

| Question                              | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                      |                  |                                       |                                                                                    |                                  |                                                           |                                |                                                                                     |                        |                                                             |
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| 29.                                   | <p>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 and omission.</p> <p>For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>a maximum of <b>4 marks</b> can be given for evaluative comments relating to author, type of source, purpose and timing</li> </ul> | 6        | <p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.</p> <p><b>1 mark</b> should be given for each relevant comment made, up to a <b>maximum of 6 marks in total.</b></p> <ul style="list-style-type: none"> <li>A maximum of <b>4 marks</b> can be given for evaluative comments relating to the author, type of source, purpose and timing.</li> <li>A maximum of <b>2 marks</b> may be given for comments relating to the content of the source.</li> <li>A maximum of <b>2 marks</b> may be given for comments relating to points of significant omission.</li> </ul> <p><b>Examples of aspects of the source and relevant comments:</b></p> <table border="1" data-bbox="1055 938 2049 1422"> <thead> <tr> <th data-bbox="1055 938 1431 997">Aspect of the source</th> <th data-bbox="1431 938 2049 997">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1055 997 1431 1118"><b>Author:</b><br/>William Wilberforce</td> <td data-bbox="1431 997 2049 1118">Useful as it was from a well-known abolitionist who campaigned against slave trade</td> </tr> <tr> <td data-bbox="1055 1118 1431 1240"><b>Type of Source:</b><br/>Speech</td> <td data-bbox="1431 1118 2049 1240">Useful as it was part of an official Parliamentary speech</td> </tr> <tr> <td data-bbox="1055 1240 1431 1329"><b>Purpose:</b><br/>To persuade</td> <td data-bbox="1431 1240 2049 1329">Useful as it gives typical evidence/arguments used by abolitionists against slavery</td> </tr> <tr> <td data-bbox="1055 1329 1431 1422"><b>Timing:</b><br/>1789</td> <td data-bbox="1431 1329 2049 1422">Useful as it was delivered during the abolitionist campaign</td> </tr> </tbody> </table> | Aspect of the source | Possible comment | <b>Author:</b><br>William Wilberforce | Useful as it was from a well-known abolitionist who campaigned against slave trade | <b>Type of Source:</b><br>Speech | Useful as it was part of an official Parliamentary speech | <b>Purpose:</b><br>To persuade | Useful as it gives typical evidence/arguments used by abolitionists against slavery | <b>Timing:</b><br>1789 | Useful as it was delivered during the abolitionist campaign |
| Aspect of the source                  | Possible comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                      |                  |                                       |                                                                                    |                                  |                                                           |                                |                                                                                     |                        |                                                             |
| <b>Author:</b><br>William Wilberforce | Useful as it was from a well-known abolitionist who campaigned against slave trade                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                      |                  |                                       |                                                                                    |                                  |                                                           |                                |                                                                                     |                        |                                                             |
| <b>Type of Source:</b><br>Speech      | Useful as it was part of an official Parliamentary speech                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                      |                  |                                       |                                                                                    |                                  |                                                           |                                |                                                                                     |                        |                                                             |
| <b>Purpose:</b><br>To persuade        | Useful as it gives typical evidence/arguments used by abolitionists against slavery                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                      |                  |                                       |                                                                                    |                                  |                                                           |                                |                                                                                     |                        |                                                             |
| <b>Timing:</b><br>1789                | Useful as it was delivered during the abolitionist campaign                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                      |                  |                                       |                                                                                    |                                  |                                                           |                                |                                                                                     |                        |                                                             |

| Question                                                                                                                                |                                                                                                                                      | General marking instructions for this type of question                                                                                                                                                                                         | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |         |                  |                                                                                           |                                                                                   |                                                                                   |                                                                                                                                      |                                                                                                                                         |                                                                                                                     |
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|                                                                                                                                         |                                                                                                                                      | <ul style="list-style-type: none"> <li>a maximum of <b>2 marks</b> may be given for evaluative comments relating to the content of the source</li> <li>a maximum of <b>2 marks</b> may be given for points of significant omission.</li> </ul> |          | <table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>The right ankle of one is connected with the left ankle of another by a small iron fetter</td> <td>Useful as it is accurate (slaves were chained together during the Middle Passage)</td> </tr> <tr> <td>The slaves are so miserable at leaving their country, that they set sail at night</td> <td>Useful as it is accurate (slave ships did leave at night due to fears held by slaves and fear of increased panic aboard slave ships)</td> </tr> <tr> <td>For exercise, these miserable people, loaded down with chains and suffering from disease, are forced to dance by the terror of the whip</td> <td>Useful as it is accurate (many slaves were punished if they refused to exercise on the deck/suffered from diseases)</td> </tr> </tbody> </table> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>details of plantation conditions led to the boycott of sugar and slave produced goods</li> <li>Equiano’s eyewitness account of the Middle Passage in “An Interesting Narrative” highlighted harsh conditions</li> <li>Clarkson brought examples of slave equipment/plans of slave ships to show the public which caused outrage</li> <li>other abolitionists used moral or religious arguments against slavery</li> <li><b>any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></li> </ol> | Content | Possible comment | The right ankle of one is connected with the left ankle of another by a small iron fetter | Useful as it is accurate (slaves were chained together during the Middle Passage) | The slaves are so miserable at leaving their country, that they set sail at night | Useful as it is accurate (slave ships did leave at night due to fears held by slaves and fear of increased panic aboard slave ships) | For exercise, these miserable people, loaded down with chains and suffering from disease, are forced to dance by the terror of the whip | Useful as it is accurate (many slaves were punished if they refused to exercise on the deck/suffered from diseases) |
| Content                                                                                                                                 | Possible comment                                                                                                                     |                                                                                                                                                                                                                                                |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |         |                  |                                                                                           |                                                                                   |                                                                                   |                                                                                                                                      |                                                                                                                                         |                                                                                                                     |
| The right ankle of one is connected with the left ankle of another by a small iron fetter                                               | Useful as it is accurate (slaves were chained together during the Middle Passage)                                                    |                                                                                                                                                                                                                                                |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |         |                  |                                                                                           |                                                                                   |                                                                                   |                                                                                                                                      |                                                                                                                                         |                                                                                                                     |
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Section 2, Context D, Changing Britain, 1760-1900

| Question                      |                                                                                                                                                                                       | General marking instructions for this type of question                                                                                                                                                                                                                                          | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                               |                                                                                |                     |                                                                                                                                                                                       |                    |                                                                                                                                                         |                          |                                                                                                                                                |
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| 30.                           |                                                                                                                                                                                       | 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. | 8        | <p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Candidates must use knowledge to present a balanced assessment of the influence of different possible factors and come to a reasoned conclusion. <b>Up to 5 marks</b> are allocated for relevant points of knowledge used to support factors (but one mark should be deducted if the process is not clear in at least <b>two</b> factors). <b>1 mark</b> should be given for each relevant, factual key point of knowledge used to support a factor. <b>If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge.</b></p> <table border="1"> <thead> <tr> <th>Possible factors may include:</th> <th>Relevant, factual, key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td>Lack of clean water</td> <td> <ol style="list-style-type: none"> <li>contaminated/unclean drinking water led to diseases such as cholera</li> <li>typhoid was also caused by contaminated drinking water</li> </ol> </td> </tr> <tr> <td>Lack of sanitation</td> <td> <ol style="list-style-type: none"> <li>open sewers allowed bacteria to multiply/contaminated water supplies and led to the spread of disease</li> </ol> </td> </tr> <tr> <td>Lack of rubbish disposal</td> <td> <ol style="list-style-type: none"> <li>rubbish built up in the streets which attracted vermin/rats which caused disease (eg typhus)</li> </ol> </td> </tr> </tbody> </table> | Possible factors may include: | Relevant, factual, key points of knowledge to support this factor may include: | Lack of clean water | <ol style="list-style-type: none"> <li>contaminated/unclean drinking water led to diseases such as cholera</li> <li>typhoid was also caused by contaminated drinking water</li> </ol> | Lack of sanitation | <ol style="list-style-type: none"> <li>open sewers allowed bacteria to multiply/contaminated water supplies and led to the spread of disease</li> </ol> | Lack of rubbish disposal | <ol style="list-style-type: none"> <li>rubbish built up in the streets which attracted vermin/rats which caused disease (eg typhus)</li> </ol> |
| Possible factors may include: | Relevant, factual, key points of knowledge to support this factor may include:                                                                                                        |                                                                                                                                                                                                                                                                                                 |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                               |                                                                                |                     |                                                                                                                                                                                       |                    |                                                                                                                                                         |                          |                                                                                                                                                |
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| Lack of sanitation            | <ol style="list-style-type: none"> <li>open sewers allowed bacteria to multiply/contaminated water supplies and led to the spread of disease</li> </ol>                               |                                                                                                                                                                                                                                                                                                 |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                               |                                                                                |                     |                                                                                                                                                                                       |                    |                                                                                                                                                         |                          |                                                                                                                                                |
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| Question                                | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                         |                                                                                                                                                                                                                                                                                                                                                      |              |                                                                      |           |                                                                                                                                                                                            |              |                                                                                                                                                                                                                            |                           |     |
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|                                         | <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>up to <b>5 marks</b> can be given for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> given for each point. If only one factor is presented, a <b>maximum of 3 marks</b> should be given for relevant points of knowledge</li> <li>a further <b>3 marks</b> can be given for providing the answer in a structured way and coming to a reasoned conclusion.</li> </ul> |          | <table border="1"> <tr> <td data-bbox="1055 268 1431 587">Lack of adequate medical care/knowledge</td> <td data-bbox="1431 268 2051 587">           5. poor families could not afford medical care, which meant that health problems were untreated/worsened<br/>           6. lack of knowledge/treatment meant that some conditions that are treatable now were often fatal before 1900 (eg TB)<br/>           7. vaccinations for many diseases (eg measles/polio) were not available/many of these diseases were often fatal         </td> </tr> <tr> <td data-bbox="1055 587 1431 683">Overcrowding</td> <td data-bbox="1431 587 2051 683">8. overcrowding made it easier for disease to spread (eg cholera/TB)</td> </tr> <tr> <td data-bbox="1055 683 1431 874">Poor diet</td> <td data-bbox="1431 683 2051 874">           9. poor diet/lack of vitamins led to conditions such as rickets<br/>           10. poor diet led to low immunity to disease/ meant that people took longer to/were less likely to recover from disease         </td> </tr> <tr> <td data-bbox="1055 874 1431 1098">Poor housing</td> <td data-bbox="1431 874 2051 1098">           11. poorly constructed houses were often damp/cold which made many medical conditions (eg TB/asthma) worse<br/>           12. lack of sunlight in cellar/basement houses or cramped tenements/closes led to conditions such as rickets         </td> </tr> <tr> <td data-bbox="1055 1098 1431 1185">Any other relevant factor</td> <td data-bbox="1431 1098 2051 1185">13.</td> </tr> </table> | Lack of adequate medical care/knowledge | 5. poor families could not afford medical care, which meant that health problems were untreated/worsened<br>6. lack of knowledge/treatment meant that some conditions that are treatable now were often fatal before 1900 (eg TB)<br>7. vaccinations for many diseases (eg measles/polio) were not available/many of these diseases were often fatal | Overcrowding | 8. overcrowding made it easier for disease to spread (eg cholera/TB) | Poor diet | 9. poor diet/lack of vitamins led to conditions such as rickets<br>10. poor diet led to low immunity to disease/ meant that people took longer to/were less likely to recover from disease | Poor housing | 11. poorly constructed houses were often damp/cold which made many medical conditions (eg TB/asthma) worse<br>12. lack of sunlight in cellar/basement houses or cramped tenements/closes led to conditions such as rickets | Any other relevant factor | 13. |
| Lack of adequate medical care/knowledge | 5. poor families could not afford medical care, which meant that health problems were untreated/worsened<br>6. lack of knowledge/treatment meant that some conditions that are treatable now were often fatal before 1900 (eg TB)<br>7. vaccinations for many diseases (eg measles/polio) were not available/many of these diseases were often fatal                                                                                                                                                          |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                         |                                                                                                                                                                                                                                                                                                                                                      |              |                                                                      |           |                                                                                                                                                                                            |              |                                                                                                                                                                                                                            |                           |     |
| Overcrowding                            | 8. overcrowding made it easier for disease to spread (eg cholera/TB)                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                         |                                                                                                                                                                                                                                                                                                                                                      |              |                                                                      |           |                                                                                                                                                                                            |              |                                                                                                                                                                                                                            |                           |     |
| Poor diet                               | 9. poor diet/lack of vitamins led to conditions such as rickets<br>10. poor diet led to low immunity to disease/ meant that people took longer to/were less likely to recover from disease                                                                                                                                                                                                                                                                                                                    |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                         |                                                                                                                                                                                                                                                                                                                                                      |              |                                                                      |           |                                                                                                                                                                                            |              |                                                                                                                                                                                                                            |                           |     |
| Poor housing                            | 11. poorly constructed houses were often damp/cold which made many medical conditions (eg TB/asthma) worse<br>12. lack of sunlight in cellar/basement houses or cramped tenements/closes led to conditions such as rickets                                                                                                                                                                                                                                                                                    |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                         |                                                                                                                                                                                                                                                                                                                                                      |              |                                                                      |           |                                                                                                                                                                                            |              |                                                                                                                                                                                                                            |                           |     |
| Any other relevant factor               | 13.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                         |                                                                                                                                                                                                                                                                                                                                                      |              |                                                                      |           |                                                                                                                                                                                            |              |                                                                                                                                                                                                                            |                           |     |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------|--------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |                                                        |          | <p>Up to 3 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:</p> <ul style="list-style-type: none"> <li>• 1 mark for the answer being presented in a structured way, with knowledge being organised in support of different factors.</li> <li>• 1 mark given for a conclusion with a valid judgement or overall summary.</li> <li>• 1 mark given for a reason being provided in support of the judgement.</li> </ul> |

| Question                          | General marking instructions for this type of question                                                                                                                                                                                                                                                                                              | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                      |                  |                              |                                                                                                                       |                                   |                                                                                   |                              |                                                                                                      |                        |                                                                                  |
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| 31.                               | <p>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 and omission.</p> <p>For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.</p> | 6        | <p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.</p> <p><b>1 mark</b> should be given for each relevant comment made, up to a <b>maximum of 6 marks in total.</b></p> <ul style="list-style-type: none"> <li>• A <b>maximum of 4 marks</b> can be given for evaluative comments relating to the author, type of source, purpose and timing.</li> <li>• A <b>maximum of 2 marks</b> may be given for comments relating to the content of the source.</li> <li>• A <b>maximum of 2 marks</b> may be given for comments relating to points of significant omission.</li> </ul> <p><b>Examples of aspects of the source and relevant comments:</b></p> <table border="1" data-bbox="1055 938 2051 1422"> <thead> <tr> <th data-bbox="1055 938 1431 997">Aspect of the source</th> <th data-bbox="1431 938 2051 997">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1055 997 1431 1118"><b>Author:</b><br/>Government</td> <td data-bbox="1431 997 2051 1118">Useful as the government will have first-hand knowledge of the steps taken to improve working conditions in factories</td> </tr> <tr> <td data-bbox="1055 1118 1431 1209"><b>Type of Source:</b><br/>Act/Law</td> <td data-bbox="1431 1118 2051 1209">Useful as it gives a factual/legal description of the new rules/official document</td> </tr> <tr> <td data-bbox="1055 1209 1431 1331"><b>Purpose:</b><br/>To inform</td> <td data-bbox="1431 1209 2051 1331">Useful as it is intended to give a summary of the new laws that factory/mill owners have to abide by</td> </tr> <tr> <td data-bbox="1055 1331 1431 1422"><b>Timing:</b><br/>1833</td> <td data-bbox="1431 1331 2051 1422">Useful as it is from the time of improvements to working conditions in factories</td> </tr> </tbody> </table> | Aspect of the source | Possible comment | <b>Author:</b><br>Government | Useful as the government will have first-hand knowledge of the steps taken to improve working conditions in factories | <b>Type of Source:</b><br>Act/Law | Useful as it gives a factual/legal description of the new rules/official document | <b>Purpose:</b><br>To inform | Useful as it is intended to give a summary of the new laws that factory/mill owners have to abide by | <b>Timing:</b><br>1833 | Useful as it is from the time of improvements to working conditions in factories |
| Aspect of the source              | Possible comment                                                                                                                                                                                                                                                                                                                                    |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                      |                  |                              |                                                                                                                       |                                   |                                                                                   |                              |                                                                                                      |                        |                                                                                  |
| <b>Author:</b><br>Government      | Useful as the government will have first-hand knowledge of the steps taken to improve working conditions in factories                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                      |                  |                              |                                                                                                                       |                                   |                                                                                   |                              |                                                                                                      |                        |                                                                                  |
| <b>Type of Source:</b><br>Act/Law | Useful as it gives a factual/legal description of the new rules/official document                                                                                                                                                                                                                                                                   |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                      |                  |                              |                                                                                                                       |                                   |                                                                                   |                              |                                                                                                      |                        |                                                                                  |
| <b>Purpose:</b><br>To inform      | Useful as it is intended to give a summary of the new laws that factory/mill owners have to abide by                                                                                                                                                                                                                                                |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                      |                  |                              |                                                                                                                       |                                   |                                                                                   |                              |                                                                                                      |                        |                                                                                  |
| <b>Timing:</b><br>1833            | Useful as it is from the time of improvements to working conditions in factories                                                                                                                                                                                                                                                                    |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                      |                  |                              |                                                                                                                       |                                   |                                                                                   |                              |                                                                                                      |                        |                                                                                  |

| Question                                                                                                                                                                                        | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                     | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |         |                  |                                                            |                                                                                                |                                                                                                                                                                                                 |                                                                            |                                                                                                        |                                                                             |
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|                                                                                                                                                                                                 | <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• a maximum of 4 marks can be given for evaluative comments relating to author, type of source, purpose and timing</li> <li>• a maximum of 2 marks may be given for evaluative comments relating to the content of the source</li> <li>• a maximum of 2 marks may be given for points of significant omission.</li> </ul> |          | <table border="1" data-bbox="1055 300 2051 954"> <thead> <tr> <th data-bbox="1055 300 1424 357">Content</th> <th data-bbox="1424 300 2051 357">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1055 357 1424 475">No children under the age of 9 should be employed in mills</td> <td data-bbox="1424 357 2051 475">Useful as it is accurate (the act did ban the employment of children under 9 in textile mills)</td> </tr> <tr> <td data-bbox="1055 475 1424 762">Limits to working hours (eg Children aged 9-13 must not work more than 8 hours each day/Children aged 14-18 must not work more than 12 hours each day/Children under 18 must not work at night)</td> <td data-bbox="1424 475 2051 762">Useful as it is accurate (the act did limit the working hours of children)</td> </tr> <tr> <td data-bbox="1055 762 1424 954">Government inspectors will be given the power to demand entry to textile mills and enforce these rules</td> <td data-bbox="1424 762 2051 954">Useful as it is accurate (the act did create government factory inspectors)</td> </tr> </tbody> </table> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. 1844 act stated that women and children should no longer clean moving machinery/some machinery had to be fenced</li> <li>2. 1847 act introduced a ten hour working day for women and children</li> <li>3. 1878 act stated that no women should work more than 60 hours per week/ no children under 10 should work in factories/introduced regulations for safety, ventilation and meals</li> <li>4. new technology could make working conditions better</li> <li>5. any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left).</li> </ol> | Content | Possible comment | No children under the age of 9 should be employed in mills | Useful as it is accurate (the act did ban the employment of children under 9 in textile mills) | Limits to working hours (eg Children aged 9-13 must not work more than 8 hours each day/Children aged 14-18 must not work more than 12 hours each day/Children under 18 must not work at night) | Useful as it is accurate (the act did limit the working hours of children) | Government inspectors will be given the power to demand entry to textile mills and enforce these rules | Useful as it is accurate (the act did create government factory inspectors) |
| Content                                                                                                                                                                                         | Possible comment                                                                                                                                                                                                                                                                                                                                                                                                           |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |         |                  |                                                            |                                                                                                |                                                                                                                                                                                                 |                                                                            |                                                                                                        |                                                                             |
| No children under the age of 9 should be employed in mills                                                                                                                                      | Useful as it is accurate (the act did ban the employment of children under 9 in textile mills)                                                                                                                                                                                                                                                                                                                             |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |         |                  |                                                            |                                                                                                |                                                                                                                                                                                                 |                                                                            |                                                                                                        |                                                                             |
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| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| 32.      | <p>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.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul> | 6        | <p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 6 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. their demands (eg ...) were too radical for the time</li> <li>2. the economy improved/jobs returned, so support for Chartism faded</li> <li>3. the government refused to talk to the Chartists/rejected their petitions</li> <li>4. many of the signatures on the petitions were false, so the Chartists lost respect</li> <li>5. Chartists were ridiculed in the press, so lost respect</li> <li>6. other movements offered more immediate and tangible benefits which attracted support away from Chartism</li> <li>7. divisions amongst the Chartists (physical force/moral force) weakened the movement</li> <li>8. Chartist demonstrations were broken up, so were not effective</li> <li>9. the Chartists were poorly led (by Fergus O'Connor and William Lovett)</li> <li>10. any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</li> </ol> |

Section 2, Context E, The Making of Modern Britain, 1880-1951

| Question |  | General marking instructions for this type of question                                                                                                                                                                                                                                          | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 33.      |  | 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. | 8        | <p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Candidates must use knowledge to present a balanced assessment of the influence of different possible factors and come to a reasoned conclusion. <b>Up to 5 marks</b> are allocated for relevant points of knowledge used to support factors (but one mark should be deducted if the process is not clear in at least <b>two</b> factors). <b>1 mark</b> should be given for each relevant, factual key point of knowledge used to support a factor. <b>If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge.</b></p> |

| Question |  | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Max mark | Specific marking instructions for this question                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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|          |  | <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>up to <b>5 marks</b> can be given 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 <b>maximum of 3 marks</b> should be given for relevant points of knowledge</li> <li>a further <b>3 marks</b> can be given for providing the answer in a structured way and coming to a reasoned conclusion.</li> </ul> |          | <p><b>Possible factors may include:</b></p> <p>Booth and Rowntree</p> | <p><b>Relevant, factual, key points of knowledge to support this factor may include:</b></p> <ol style="list-style-type: none"> <li>Booth's report showed that 30.7% of the population of London were living in poverty. This shocked the public and government/provided evidence of poverty that could not be ignored</li> <li>Booth's report showed that poverty was not always the poor person's own fault and helped to change laissez-faire/self-help attitudes</li> <li>Rowntree's report showed that 27.8% of the population of York were living in poverty. This shocked the public and government/provided evidence of poverty that could not be ignored</li> <li>Rowntree's report showed that poverty wasn't just in London/something had to be done to tackle poverty across Britain</li> <li>Rowntree's report showed that there was a cycle of poverty, so helped convince people that the poor needed help at certain times of their lives</li> </ol> |

| Question |  |  | General marking instructions for this type of question | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                        |
|----------|--|--|--------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |  |  |                                                        |          | <p>The Boer War/National Efficiency</p> <p>6. during the Boer War 1/3 (as high as 2/3 in some areas) of recruits were unfit for service. This was often due to poor health caused by poverty - people were worried that if poverty was not tackled then Britain would not be able to defend herself in a war</p> <p>7. people were concerned that Britain would not have a healthy productive workforce if poverty was not tackled</p> |

| Question                                    | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                              | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                |                                                                                                                                                              |                    |                                                                                                                                       |                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                           |     |
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|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          | <table border="1" data-bbox="1055 261 2051 1091"> <tr> <td data-bbox="1055 261 1435 416">New Liberalism</td> <td data-bbox="1435 261 2051 416">8. new Liberals such as David Lloyd George and Winston Churchill wanted to pass reforms to help the poor and helped to change attitudes in the Liberal Party</td> </tr> <tr> <td data-bbox="1055 416 1435 571">The German example</td> <td data-bbox="1435 416 2051 571">9. the Germans had introduced welfare reforms already (pensions and national insurance) so the British wanted to keep up with Germany</td> </tr> <tr> <td data-bbox="1055 571 1435 999">Democracy/Trade Unions/The Threat of Labour</td> <td data-bbox="1435 571 2051 999">           10. more men/the working classes could now vote so political parties had to change their policies on poverty to avoid losing votes<br/>           11. Trade unions were becoming bigger/more influential/had helped to form the Labour Party and were pushing for reforms to help the poor<br/>           12. the Labour Party was formed in 1900 and supported reforms to help the poor/The other parties had to respond, or they would lose votes to the new Labour Party         </td> </tr> <tr> <td data-bbox="1055 999 1435 1091">Any other relevant factor</td> <td data-bbox="1435 999 2051 1091">13.</td> </tr> </table> <p data-bbox="1043 1126 2040 1193"><b>Up to 3 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:</b></p> <p data-bbox="1043 1230 2051 1297"><b>1 mark</b> for the answer being presented in a structured way, with knowledge being organised in support of different factors.</p> <p data-bbox="1043 1297 2018 1331"><b>1 mark</b> given for a conclusion with a valid judgement or overall summary.</p> <p data-bbox="1043 1331 1977 1364"><b>1 mark</b> given for a reason being provided in support of the judgement.</p> | New Liberalism | 8. new Liberals such as David Lloyd George and Winston Churchill wanted to pass reforms to help the poor and helped to change attitudes in the Liberal Party | The German example | 9. the Germans had introduced welfare reforms already (pensions and national insurance) so the British wanted to keep up with Germany | Democracy/Trade Unions/The Threat of Labour | 10. more men/the working classes could now vote so political parties had to change their policies on poverty to avoid losing votes<br>11. Trade unions were becoming bigger/more influential/had helped to form the Labour Party and were pushing for reforms to help the poor<br>12. the Labour Party was formed in 1900 and supported reforms to help the poor/The other parties had to respond, or they would lose votes to the new Labour Party | Any other relevant factor | 13. |
| New Liberalism                              | 8. new Liberals such as David Lloyd George and Winston Churchill wanted to pass reforms to help the poor and helped to change attitudes in the Liberal Party                                                                                                                                                                                                                                                                                        |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                |                                                                                                                                                              |                    |                                                                                                                                       |                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                           |     |
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| Any other relevant factor                   | 13.                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                |                                                                                                                                                              |                    |                                                                                                                                       |                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                           |     |

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| 34.      | <p>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.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul> | 6        | <p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 6 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. free school meals made children healthier because this was the only meal that many children got in a day/parents could not afford to feed children at home</li> <li>2. medical inspections at school made children healthier because they identified medical problems/later treatment was introduced</li> <li>3. The Children Act/Children’s Charter improved the lives of the young because they would no longer be sent to adult prisons/treated as adult criminals</li> <li>4. The Children Act/Children’s Charter improved the lives of the young because children could no longer be sentenced to death for committing a crime</li> <li>5. Pensions improved the lives of the elderly because they helped many of the elderly poor to stay out of the workhouse/gave the elderly poor enough extra money to get by</li> <li>6. National Insurance helped to make workers healthier because free medical treatment was provided for insured workers</li> <li>7. National Insurance improved the lives of families because maternity grants were given after the birth of children</li> <li>8. National Insurance improved the lives of workers because they could now receive free specialist medical treatment for TB</li> <li>9. National Insurance improved the lives of the unemployed because some workers received unemployment benefit, helping them to stay out of poverty</li> </ol> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                     |
|----------|--------------------------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |                                                        |          | <p>10. The Workmen's Compensation Act improved the lives of workers because now they could get compensation for illness or injury caused by work</p> <p>11. Labour exchanges improved the lives of the unemployed because they helped them to find a job and earn money</p> <p>12. any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</p> |

| Question                                | General marking instructions for this type of question                                                                                                                                                                                                                                                                                              | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                      |                  |                              |                                                                                         |                                         |                                                     |                              |                                                                     |                            |                                                                            |
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| 35.                                     | <p>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 and omission.</p> <p>For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.</p> | 6        | <p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.</p> <p><b>1 mark</b> should be given for each relevant comment made, up to a <b>maximum of 6 marks in total.</b></p> <ul style="list-style-type: none"> <li>• A maximum of <b>4 marks</b> can be given for evaluative comments relating to the author, type of source, purpose and timing.</li> <li>• A maximum of <b>2 marks</b> may be given for comments relating to the content of the source.</li> <li>• A maximum of <b>2 marks</b> may be given for comments relating to points of significant omission.</li> </ul> <p><b>Examples of aspects of the source and relevant comments:</b></p> <table border="1" data-bbox="1055 940 2051 1394"> <thead> <tr> <th data-bbox="1055 940 1431 997">Aspect of the source</th> <th data-bbox="1431 940 2051 997">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1055 997 1431 1118"><b>Author:</b><br/>Government</td> <td data-bbox="1431 997 2051 1118">Useful as the government will have knowledge of the health service they are introducing</td> </tr> <tr> <td data-bbox="1055 1118 1431 1209"><b>Type of Source:</b><br/>Advertisement</td> <td data-bbox="1431 1118 2051 1209">Useful as it will be informative/easy to understand</td> </tr> <tr> <td data-bbox="1055 1209 1431 1300"><b>Purpose:</b><br/>To inform</td> <td data-bbox="1431 1209 2051 1300">Useful as it is intended to give a summary of how the NHS will work</td> </tr> <tr> <td data-bbox="1055 1300 1431 1394"><b>Timing:</b><br/>May 1948</td> <td data-bbox="1431 1300 2051 1394">Useful as it is a primary source from the time that the NHS was introduced</td> </tr> </tbody> </table> | Aspect of the source | Possible comment | <b>Author:</b><br>Government | Useful as the government will have knowledge of the health service they are introducing | <b>Type of Source:</b><br>Advertisement | Useful as it will be informative/easy to understand | <b>Purpose:</b><br>To inform | Useful as it is intended to give a summary of how the NHS will work | <b>Timing:</b><br>May 1948 | Useful as it is a primary source from the time that the NHS was introduced |
| Aspect of the source                    | Possible comment                                                                                                                                                                                                                                                                                                                                    |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                      |                  |                              |                                                                                         |                                         |                                                     |                              |                                                                     |                            |                                                                            |
| <b>Author:</b><br>Government            | Useful as the government will have knowledge of the health service they are introducing                                                                                                                                                                                                                                                             |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                      |                  |                              |                                                                                         |                                         |                                                     |                              |                                                                     |                            |                                                                            |
| <b>Type of Source:</b><br>Advertisement | Useful as it will be informative/easy to understand                                                                                                                                                                                                                                                                                                 |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                      |                  |                              |                                                                                         |                                         |                                                     |                              |                                                                     |                            |                                                                            |
| <b>Purpose:</b><br>To inform            | Useful as it is intended to give a summary of how the NHS will work                                                                                                                                                                                                                                                                                 |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                      |                  |                              |                                                                                         |                                         |                                                     |                              |                                                                     |                            |                                                                            |
| <b>Timing:</b><br>May 1948              | Useful as it is a primary source from the time that the NHS was introduced                                                                                                                                                                                                                                                                          |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                      |                  |                              |                                                                                         |                                         |                                                     |                              |                                                                     |                            |                                                                            |

| Question                                                 |                                                                                | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                          | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |         |                  |                                                |                                                                       |                                                          |                                                           |                                                     |                                                                                |
|----------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------------------|------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------|--------------------------------------------------------------------------------|
|                                                          |                                                                                | <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• a <b>maximum of 4 marks</b> can be given for evaluative comments relating to author, type of source, purpose and timing</li> <li>• a <b>maximum of 2 marks</b> may be given for evaluative comments relating to the content of the source</li> <li>• a <b>maximum of 2 marks</b> may be given for points of significant omission.</li> </ul> |          | <table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>The new NHS starts on the 5<sup>th</sup> July</td> <td>Useful as it is accurate (the NHS was launched in the summer of 1948)</td> </tr> <tr> <td>Anyone can use the NHS/men, women children/no age limits</td> <td>Useful as this is accurate (the NHS was available to all)</td> </tr> <tr> <td>Right to use NHS does not depend on weekly payments</td> <td>Useful as this is accurate (access to the NHS did not depend on contributions)</td> </tr> </tbody> </table> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. the NHS provided many services - GPs, hospital treatment, specialist treatment, opticians, dentists for example</li> <li>2. the NHS was introduced by Aneurin Bevan</li> <li>3. the NHS was recommended in the Beveridge Report/to tackle the 'giant' of disease</li> <li>4. there was a huge demand for NHS services after it was introduced</li> <li>5. <b>any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></li> </ol> | Content | Possible comment | The new NHS starts on the 5 <sup>th</sup> July | Useful as it is accurate (the NHS was launched in the summer of 1948) | Anyone can use the NHS/men, women children/no age limits | Useful as this is accurate (the NHS was available to all) | Right to use NHS does not depend on weekly payments | Useful as this is accurate (access to the NHS did not depend on contributions) |
| Content                                                  | Possible comment                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |         |                  |                                                |                                                                       |                                                          |                                                           |                                                     |                                                                                |
| The new NHS starts on the 5 <sup>th</sup> July           | Useful as it is accurate (the NHS was launched in the summer of 1948)          |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |         |                  |                                                |                                                                       |                                                          |                                                           |                                                     |                                                                                |
| Anyone can use the NHS/men, women children/no age limits | Useful as this is accurate (the NHS was available to all)                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |         |                  |                                                |                                                                       |                                                          |                                                           |                                                     |                                                                                |
| Right to use NHS does not depend on weekly payments      | Useful as this is accurate (access to the NHS did not depend on contributions) |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |         |                  |                                                |                                                                       |                                                          |                                                           |                                                     |                                                                                |

Section 3, Context 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |          |                                                                                                |  |                                                  |                                                                                                              |                                                                                                       |                                                                                                                  |                                                                                                                                                      |                                                                                                          |
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| 36.                                                                                                                                                  | <p>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each simple point of comparison</li> <li>• <b>a second mark</b> should be given to each developed point of comparison.</li> </ul> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p> | 4        | <p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark</b>. A developed comparison of the points of detail or overall viewpoint should be given <b>2 marks</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.</p> <p><b>Possible points of comparison may include:</b></p> <table border="1" data-bbox="1055 738 2051 1383"> <thead> <tr> <th data-bbox="1055 738 1552 799">Source A</th> <th data-bbox="1552 738 2051 799">Source B</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="1055 799 2051 890"> <b>Overall:</b><br/> <b>Sources A and B</b> agree that the Pope called the First Crusade in 1095                 </td> </tr> <tr> <td data-bbox="1055 890 1552 1043">                     The Pope said that Jerusalem must be recaptured.                 </td> <td data-bbox="1552 890 2051 1043">                     The Pope said Jerusalem was the most important city in the world and it must be taken back from the Muslims.                 </td> </tr> <tr> <td data-bbox="1055 1043 1552 1197">                     The Pope warned that every Christian in the west must fight or the Muslims could advance into Europe.                 </td> <td data-bbox="1552 1043 2051 1197">                     The Pope said a Christian army must be called to stop the Muslims before they captured every city they attacked.                 </td> </tr> <tr> <td data-bbox="1055 1197 1552 1383">                     He appealed to the knights to stop their violent behaviour towards each other and instead use their military skills against God's enemy in the east.                 </td> <td data-bbox="1552 1197 2051 1383">                     Pope Urban told the knights of Europe to stop fighting amongst each other and unite against the infidel.                 </td> </tr> </tbody> </table> | Source A | Source B | <b>Overall:</b><br><b>Sources A and B</b> agree that the Pope called the First Crusade in 1095 |  | The Pope said that Jerusalem must be recaptured. | The Pope said Jerusalem was the most important city in the world and it must be taken back from the Muslims. | The Pope warned that every Christian in the west must fight or the Muslims could advance into Europe. | The Pope said a Christian army must be called to stop the Muslims before they captured every city they attacked. | He appealed to the knights to stop their violent behaviour towards each other and instead use their military skills against God's enemy in the east. | Pope Urban told the knights of Europe to stop fighting amongst each other and unite against the infidel. |
| Source A                                                                                                                                             | Source B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |          |                                                                                                |  |                                                  |                                                                                                              |                                                                                                       |                                                                                                                  |                                                                                                                                                      |                                                                                                          |
| <b>Overall:</b><br><b>Sources A and B</b> agree that the Pope called the First Crusade in 1095                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |          |                                                                                                |  |                                                  |                                                                                                              |                                                                                                       |                                                                                                                  |                                                                                                                                                      |                                                                                                          |
| The Pope said that Jerusalem must be recaptured.                                                                                                     | The Pope said Jerusalem was the most important city in the world and it must be taken back from the Muslims.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |          |                                                                                                |  |                                                  |                                                                                                              |                                                                                                       |                                                                                                                  |                                                                                                                                                      |                                                                                                          |
| The Pope warned that every Christian in the west must fight or the Muslims could advance into Europe.                                                | The Pope said a Christian army must be called to stop the Muslims before they captured every city they attacked.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |          |                                                                                                |  |                                                  |                                                                                                              |                                                                                                       |                                                                                                                  |                                                                                                                                                      |                                                                                                          |
| He appealed to the knights to stop their violent behaviour towards each other and instead use their military skills against God's enemy in the east. | Pope Urban told the knights of Europe to stop fighting amongst each other and unite against the infidel.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |          |                                                                                                |  |                                                  |                                                                                                              |                                                                                                       |                                                                                                                  |                                                                                                                                                      |                                                                                                          |

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| 37.      | <p>Candidates must make a judgement about the extent to which the source provides a full description/ explanation of a given event or development.</p> <p>Candidates should be given up to 3 marks for their identification of points from the source which 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.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p> | 6        | <p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. 1 mark may be given for each valid point interpreted from the source or each valid point of significant omission provided.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ol style="list-style-type: none"> <li>1. the Muslims were well prepared/had strengthened the wall around the city</li> <li>2. the Muslims had collected the harvest early and had enough food to last for several months/expected a long siege</li> <li>3. the Muslims fought back and forced the Crusaders to retreat</li> <li>4. the Crusaders did not have scaling ladders or siege machines/required supplies from Europe</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. the Muslims had poisoned/drained the local water wells and so the Crusaders had no water</li> <li>6. Christians had been expelled from the city so the Crusaders did not have any allies inside Jerusalem</li> <li>7. the city was built on slopes so could not be attacked from all angles</li> <li>8. the city wall was strengthened by a large citadel/David's Tower which made an attack difficult</li> </ol> <p><b>9. any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p> |

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| 38.      | <p>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.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. the Crusader army was small (many Crusaders had returned to Europe) and so it was difficult to defend the Crusader states/Latin states</li> <li>2. the Crusaders were constantly attacked by Muslims and so lost more soldiers/supplies</li> <li>3. the Crusader states/Latin States were far apart and so were difficult to defend</li> <li>4. the land was infertile so it was difficult to grow crops</li> <li>5. there was a lack of peasants so there was no one to farm the land</li> <li>6. the Crusaders did not have key supplies eg timber and so could not build siege machines</li> <li>7. the Crusaders did not have enough boats needed to capture the coastal towns</li> <li>8. the Crusaders fought among themselves and so were not united against the Muslims</li> </ol> <p>9. <b>any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p> |

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 39.      | <p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed.</li> </ul> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. the Muslims attacked the Crusaders with darts and arrows</li> <li>2. the Muslims attempted to draw the Crusaders from their defensive position</li> <li>3. the Crusaders held their defensive line</li> <li>4. the Muslim army grew tired</li> <li>5. the Crusaders charged at the Muslims</li> <li>6. many Muslims were killed/high number of casualties in the Muslim army</li> <li>7. the Muslim army fled</li> <li>8. the Crusaders won the battle</li> </ol> <p>9. <b>any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p> |

Section 3, Context B, “Tea and Freedom,”: the American Revolution, 1774-83

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| 40.      | <p>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.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. Thomas Paine’s pamphlet “Common Sense” sold 150,000 copies and persuaded many British people the American cause was just</li> <li>2. radicals in Britain opposed war and supported American demands for reform (eg no taxation without representation)</li> <li>3. Edmund Burke thought that using force against the colonists would be counter-productive</li> <li>4. Edmund Burke argued against taxation in America to raise funds for Britain</li> <li>5. radicals in Britain supported the colonists demands for reform as they wanted political reform at home</li> <li>6. <b>any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></li> </ol> |

| Question                                                                                | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          |          |                                                                           |  |                                                            |                                                         |                                                                        |                                                      |                                                                                         |                                                                                                                                        |
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| 41.                                                                                     | <p>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each simple point of comparison</li> <li>• <b>a second mark</b> should be given to each developed point of comparison.</li> </ul> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p> | 4        | <p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark</b>. A developed comparison of the points of detail or overall viewpoint should be given <b>2 marks</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.</p> <p><b>Possible points of comparison may include:</b></p> <table border="1" data-bbox="1055 667 2049 1217"> <thead> <tr> <th data-bbox="1055 667 1552 724">Source A</th> <th data-bbox="1552 667 2049 724">Source B</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="1055 724 2049 818">Overall: The sources agree about the capabilities of the Continental Army</td> </tr> <tr> <td data-bbox="1055 818 1552 912">The troops themselves were usually inexperienced in battle</td> <td data-bbox="1552 818 2049 912">Many of the soldiers needed practice with their weapons</td> </tr> <tr> <td data-bbox="1055 912 1552 1031">Many soldiers left to return home, leaving the army without enough men</td> <td data-bbox="1552 912 2049 1031">The army needed troops even more than fortifications</td> </tr> <tr> <td data-bbox="1055 1031 1552 1217">Washington was always short of money to buy much needed supplies or to pay his soldiers</td> <td data-bbox="1552 1031 2049 1217">The Continental Army was always short of ammunition/Gunpowder was always in short supply but houses were stripped of lead for bullets.</td> </tr> </tbody> </table> | Source A | Source B | Overall: The sources agree about the capabilities of the Continental Army |  | The troops themselves were usually inexperienced in battle | Many of the soldiers needed practice with their weapons | Many soldiers left to return home, leaving the army without enough men | The army needed troops even more than fortifications | Washington was always short of money to buy much needed supplies or to pay his soldiers | The Continental Army was always short of ammunition/Gunpowder was always in short supply but houses were stripped of lead for bullets. |
| Source A                                                                                | Source B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          |          |                                                                           |  |                                                            |                                                         |                                                                        |                                                      |                                                                                         |                                                                                                                                        |
| Overall: The sources agree about the capabilities of the Continental Army               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          |          |                                                                           |  |                                                            |                                                         |                                                                        |                                                      |                                                                                         |                                                                                                                                        |
| The troops themselves were usually inexperienced in battle                              | Many of the soldiers needed practice with their weapons                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          |          |                                                                           |  |                                                            |                                                         |                                                                        |                                                      |                                                                                         |                                                                                                                                        |
| Many soldiers left to return home, leaving the army without enough men                  | The army needed troops even more than fortifications                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          |          |                                                                           |  |                                                            |                                                         |                                                                        |                                                      |                                                                                         |                                                                                                                                        |
| Washington was always short of money to buy much needed supplies or to pay his soldiers | The Continental Army was always short of ammunition/Gunpowder was always in short supply but houses were stripped of lead for bullets.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          |          |                                                                           |  |                                                            |                                                         |                                                                        |                                                      |                                                                                         |                                                                                                                                        |

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| 42.      | <p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed.</li> </ul> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. British plan was to link their two armies to defeat the colonists</li> <li>2. Burgoyne’s army invaded from Canada</li> <li>3. General Howe had taken the main British army to Philadelphia leaving General Clinton with a small army in New York</li> <li>4. Americans cut down trees and blocked the British army’s progress</li> <li>5. colonists had destroyed crops and burned potential food supplies</li> <li>6. some Indian troops deserted the British</li> <li>7. St Leger’s army was defeated/he retreated</li> <li>8. British eventually outnumbered by colonists</li> <li>9. Burgoyne’s army surrounded and unable to break out, so surrendered</li> </ol> <p><b>10. any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p> |

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| 43.      | <p>Candidates must make a judgement about the extent to which the source provides a full description/ explanation of a given event or development.</p> <p>Candidates should be given <b>up to 3 marks</b> for their identification of points from the source which support their judgement. Candidates should be given <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p> | 6        | <p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ol style="list-style-type: none"> <li>1. after the British defeat at Saratoga, many in Europe were keen to take advantage of British weakness</li> <li>2. France wanted revenge for loss of colonies so offered financial support</li> <li>3. France also gave military assistance in the form of soldiers and gunpowder to put more pressure on Britain</li> <li>4. Spain saw an opportunity to try to retake Gibraltar to distract Britain</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. foreign intervention challenged Britain's control of the seas</li> <li>6. foreign intervention made it more difficult for Britain to reinforce and supply forces in America</li> <li>7. the French attacked British colonies in the Caribbean which distracted them/Britain had to divert vital troops to Europe and the West Indies</li> <li>8. foreign intervention affected British morale as they had no major allies</li> <li>9. formal Franco-American alliance increased pressure on Britain</li> </ol> <p><b>10. any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p> |

Section 3, Context C, USA 1850-1880

| Question                                                                                             | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |          |                                                                                                      |  |                                                                                             |                                                                  |                                                                              |                                                                      |                                                                            |                                                                                                          |
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| 44.                                                                                                  | <p>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each simple point of comparison</li> <li>• <b>a second mark</b> should be given to each developed point of comparison.</li> </ul> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p> | 4        | <p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark</b>. A developed comparison of the points of detail or overall viewpoint should be given <b>2 marks</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.</p> <p><b>Possible points of comparison may include:</b></p> <table border="1" data-bbox="1055 738 2051 1273"> <thead> <tr> <th data-bbox="1055 738 1552 799">Source A</th> <th data-bbox="1552 738 2051 799">Source B</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="1055 799 2051 916"> <p><b>Overall:</b><br/>Both sources agree about the treatment of slaves on Southern Plantations.</p> </td> </tr> <tr> <td data-bbox="1055 916 1552 1032">Gave me meat and bread with the other slaves, which was not half enough for me to live upon</td> <td data-bbox="1552 916 2051 1032">Slaves were given the absolute minimum amount of food to survive</td> </tr> <tr> <td data-bbox="1055 1032 1552 1149">He flogged me nearly every day/I got a severe flogging of one hundred lashes</td> <td data-bbox="1552 1032 2051 1149">The usual method of punishing slaves was using a system of floggings</td> </tr> <tr> <td data-bbox="1055 1149 1552 1273">He set me to work without any shirt in the cotton field, in a very hot sun</td> <td data-bbox="1552 1149 2051 1273">Some slaves were punished by being tied to trees on the plantation, often in the burning heat of the sun</td> </tr> </tbody> </table> | Source A | Source B | <p><b>Overall:</b><br/>Both sources agree about the treatment of slaves on Southern Plantations.</p> |  | Gave me meat and bread with the other slaves, which was not half enough for me to live upon | Slaves were given the absolute minimum amount of food to survive | He flogged me nearly every day/I got a severe flogging of one hundred lashes | The usual method of punishing slaves was using a system of floggings | He set me to work without any shirt in the cotton field, in a very hot sun | Some slaves were punished by being tied to trees on the plantation, often in the burning heat of the sun |
| Source A                                                                                             | Source B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |          |                                                                                                      |  |                                                                                             |                                                                  |                                                                              |                                                                      |                                                                            |                                                                                                          |
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| Gave me meat and bread with the other slaves, which was not half enough for me to live upon          | Slaves were given the absolute minimum amount of food to survive                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |          |                                                                                                      |  |                                                                                             |                                                                  |                                                                              |                                                                      |                                                                            |                                                                                                          |
| He flogged me nearly every day/I got a severe flogging of one hundred lashes                         | The usual method of punishing slaves was using a system of floggings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |          |                                                                                                      |  |                                                                                             |                                                                  |                                                                              |                                                                      |                                                                            |                                                                                                          |
| He set me to work without any shirt in the cotton field, in a very hot sun                           | Some slaves were punished by being tied to trees on the plantation, often in the burning heat of the sun                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |          |                                                                                                      |  |                                                                                             |                                                                  |                                                                              |                                                                      |                                                                            |                                                                                                          |

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| 45.      | <p>Candidates must make a judgement about the extent to which the source provides a full description/ explanation of a given event or development.</p> <p>Candidates should be given <b>up to 3 marks</b> for their identification of points from the source which support their judgement. Candidates should be given <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p> | 6        | <p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ol style="list-style-type: none"> <li>1. Southern States seceded in order to escape high taxes</li> <li>2. Southern States thought of themselves as a separate community</li> <li>3. Southern States disliked/despised/hated/feared their northern neighbours</li> <li>4. there was also a feeling in the South that there would be more advantages to secession than staying in the union</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. Lincoln's election alarmed pro-slavery Southerners/saw him as an abolitionist</li> <li>6. Southerners wanted to protect slavery for economic reasons/Southerners viewed slavery as essential to protecting their way of life</li> <li>7. economic differences between the industrial North and agricultural South</li> <li>8. secession down to a fear of losing states' rights</li> <li>9. <b>any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></li> </ol> |

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| 46.      | <p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed.</li> </ul> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. the Bureau was set up to help newly freed black slaves</li> <li>2. it helped to provide food for former slaves</li> <li>3. helped former slaves to purchase land for farming</li> <li>4. paid for the education of former slaves</li> <li>5. set up hospitals for former slaves</li> <li>6. helped former slaves find jobs</li> <li>7. some Bureau agents were corrupt and incompetent</li> </ol> <p><b>8. any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p> |

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| 47.      | <p>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.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. clash of cultures - many white Americans saw Native Americans as savages/inferior (they thought westward expansion was their right)</li> <li>2. Native Americans wanted freedom to roam/hunt; white Americans wanted to farm</li> <li>3. treaties with the Native Americans broken - felt betrayed due to regularly broken promises</li> <li>4. White settlers had a 'property attitude' towards land/Native Americans did not/believed that Great Spirit had created land for their care</li> <li>5. Government grants to encourage gold prospecting alarmed Native Americans (Colorado &amp; Montana in 1858/&amp; the Black Hills in 1874)</li> <li>6. many white Americans favoured setting up reservations/Native Americans objected to reservation life - not enough government support</li> <li>7. White/Native American tension led to atrocities/massacres/wars (eg Fetterman massacre in 1866 Battle of Little Big Horn 1876)</li> <li>8. hunting/sacred grounds disturbed by settlers/miners/railroads crossing Native American territory on the way to California and Oregon</li> <li>9. destruction of buffalo herds brought further conflict - took away Native American means of supporting life on the Plains</li> </ol> <p><b>10. any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p> |

Section 3, Context D, Hitler and Nazi Germany, 1919-1939

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| 48.      | <p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed.</li> </ul> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. Hitler's oratory skills (his ability to put into words the frustrations of millions of Germans)</li> <li>2. Hitler gave people somebody to blame for their problems: Communists, Jews, etc</li> <li>3. Hitler promised something for everyone/claimed he was the only person who could create jobs and end Depression</li> <li>4. to a worried middle-class Hitler looked like the only person willing to take on the Communists</li> <li>5. the SA Brownshirts seemed well organised and disciplined/made Hitler look like a strong leader</li> <li>6. Hitler's uncompromising stance against the Treaty of Versailles/the Weimar Republic</li> <li>7. Hitler's genius at propaganda (eg uniforms, Swastika etc) made him and Nazis stand out from other political parties/clear simple message that appealed to many</li> <li>8. <b>any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></li> </ol> |

| Question                                                                                   | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |          |                                                                                            |  |                                                |                                                                                                                                 |                                            |                             |               |                                              |
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| 49.                                                                                        | <p>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each simple point of comparison</li> <li>• <b>a second mark</b> should be given to each developed point of comparison.</li> </ul> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p> | 4        | <p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark</b>. A developed comparison of the points of detail or overall viewpoint should be given <b>2 marks</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.</p> <p><b>Possible points of comparison may include:</b></p> <table border="1" data-bbox="1055 700 2051 1190"> <thead> <tr> <th data-bbox="1055 700 1552 756">Source A</th> <th data-bbox="1552 700 2051 756">Source B</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="1055 756 2051 850"> <b>Overall:</b><br/> Sources A and B agree about the events of the Night of the Long Knives. </td> </tr> <tr> <td data-bbox="1055 850 1552 1003"> units of the SS arrested the leaders of the SA </td> <td data-bbox="1552 850 2051 1003"> Members of the SS stormed a hotel where the SA had gathered, pulled Röhm and his henchmen from their beds and had them arrested </td> </tr> <tr> <td data-bbox="1055 1003 1552 1098"> 77 men were executed on charges of treason </td> <td data-bbox="1552 1003 2051 1098"> Some were promptly executed </td> </tr> <tr> <td data-bbox="1055 1098 1552 1190"> Röhm was shot </td> <td data-bbox="1552 1098 2051 1190"> An SS officer shot Röhm at point blank range </td> </tr> </tbody> </table> | Source A | Source B | <b>Overall:</b><br>Sources A and B agree about the events of the Night of the Long Knives. |  | units of the SS arrested the leaders of the SA | Members of the SS stormed a hotel where the SA had gathered, pulled Röhm and his henchmen from their beds and had them arrested | 77 men were executed on charges of treason | Some were promptly executed | Röhm was shot | An SS officer shot Röhm at point blank range |
| Source A                                                                                   | Source B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |          |                                                                                            |  |                                                |                                                                                                                                 |                                            |                             |               |                                              |
| <b>Overall:</b><br>Sources A and B agree about the events of the Night of the Long Knives. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |          |                                                                                            |  |                                                |                                                                                                                                 |                                            |                             |               |                                              |
| units of the SS arrested the leaders of the SA                                             | Members of the SS stormed a hotel where the SA had gathered, pulled Röhm and his henchmen from their beds and had them arrested                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |          |                                                                                            |  |                                                |                                                                                                                                 |                                            |                             |               |                                              |
| 77 men were executed on charges of treason                                                 | Some were promptly executed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |          |                                                                                            |  |                                                |                                                                                                                                 |                                            |                             |               |                                              |
| Röhm was shot                                                                              | An SS officer shot Röhm at point blank range                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |          |                                                                                            |  |                                                |                                                                                                                                 |                                            |                             |               |                                              |

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| 50.      | <p>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.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. widespread fear of Nazi regime (eg Gestapo/informers/concentration camps)</li> <li>2. opposition leaders were arrested or killed/many leaders fled Germany</li> <li>3. many Germans supported Hitler/many people who did not actively support the Nazis just kept their views quiet</li> <li>4. opposition groups were often infiltrated by the Nazis/the groups had to meet in secret</li> <li>5. opposition faced difficulty in publicising their views/strict censorship of anything critical of the regime</li> <li>6. little co-operation between opposition groups/left wing opposition/ Communists and Socialists refused to cooperate</li> <li>7. opposition groups such as the Edelweiss Pirates, Texas Band and Navaho were disorganised</li> <li>8. most church groups agreed to co-operate with the Nazis</li> <li>9. outspoken individuals (Bonhoeffer, Neimoller) were rounded up/no protection from the courts, if arrested would be severely punished</li> <li>10. overseas assistance was lacking</li> </ol> <p><b>11. any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p> |

| Question |  | General marking instructions for this type of question                                                                                          | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| 51.      |  | Candidates must make a judgement about the extent to which the source provides a full description/ explanation of a given event or development. | 6        | <p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ol style="list-style-type: none"> <li>1. schools tried to develop a loyal following for Hitler</li> <li>2. geography taught pupils about the land Germany had taken away from her in 1919 and the need for Germany to have living space</li> <li>3. the science curriculum was changed so shooting had to be studied as well as bridge building and the impact of poisonous gases</li> <li>4. girls had a different curriculum as they studied domestic science and racial studies (both of these were to prepare young girls to be the perfect wife and mother)</li> </ol> |

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                            | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|          | <p>Candidates should be given <b>up to 3 marks</b> for their identification of points from the source which support their judgement. Candidates should be given <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p> |          | <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. in racial studies girls were taught about the characteristics to look out for in a perfect husband</li> <li>6. all teachers had to be vetted by local Nazi officials (any teacher considered disloyal was sacked)</li> <li>7. history was based on the glory of Germany - a nationalistic approach was compulsory</li> <li>8. biology became a study of the different races to 'prove' the Nazi belief in racial superiority</li> <li>9. teachers were expected to attack the life style of the Jews (Anti-Semitic textbooks even for young children to increase bad feeling towards Jews)</li> <li>10. PE became a very important part of the curriculum to increase fitness/ RE was removed as Nazis disliked Christianity</li> <li>11. maths had a military slant (eg sums about the amount of bombs an aircraft could carry)</li> <li>12. Hitler's photo/Swastika flag in classroom as a constant reminder of Nazism</li> <li>13. <b>any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></li> </ol> |

Section 3, Context 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| 52.      | <p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed.</li> </ul> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. striking factory workers in St Petersburg marched to the Winter Palace</li> <li>2. the Tsar was not there but the palace and the streets around it were guarded by troops</li> <li>3. the march was led by Father Gapon</li> <li>4. the police had asked the marchers to go home/not to march</li> <li>5. the workers wanted to petition the Tsar about their working conditions/long hours and low pay</li> <li>6. the crowd was large (200,000) but peaceful</li> <li>7. the crowd included women and children</li> <li>8. marchers wore their Sunday clothes, sang hymns and carried icons and pictures of the Tsar</li> <li>9. mounted Cossacks at the front charged at the marchers</li> <li>10. soldiers opened fire, killing and injuring many</li> </ol> <p><b>11. any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p> |

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| 53.      | <p>Candidates must make a judgement about the extent to which the source provides a full description/ explanation of a given event or development.</p> <p>Candidates should be given <b>up to 3 marks</b> for their identification of points from the source which support their judgement. Candidates should be given <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p> | 6        | <p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ol style="list-style-type: none"> <li>1. expansion of health services</li> <li>2. system of health insurance for workers introduced</li> <li>3. 50,000 additional primary schools established</li> <li>4. expansion of secondary and higher educational institutions</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. increased land available for peasants to purchase</li> <li>6. creation of Kulaks</li> <li>7. land organisation commissions set up to supervise these reforms</li> <li>8. abolition of the Mir's communal land ownership</li> <li>9. gave peasants full civil equality</li> <li>10. improvement of working conditions in factories</li> <li>11. trade unions legalised</li> <li>12. some regulation of the justice system introduced</li> </ol> <p><b>13. any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p> |

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| 54.      | <p>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.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. Tsar decided to take personal control of the army during the First World War so was seen as responsible for defeats</li> <li>2. Tsar went to the Front and left the Tsarina in charge - she was not competent to take charge/Tsarina allowed Rasputin to influence her decision making</li> <li>3. Tsarina was German and many people thought she was not fully loyal/ rumours she was a German spy which lost the Tsar further support</li> <li>4. heavy losses demoralised the army and soldiers became reluctant to fight for the Tsar/rising numbers of deserters</li> <li>5. shortage of weapons and ammunition during First World War further demoralised troops</li> <li>6. generals lost faith in the Tsar and encouraged him to abdicate</li> <li>7. peasants resented the loss of their sons in the fighting/loss of their animals to the army</li> <li>8. war effort devastated the economy and the Tsar was blamed for this</li> <li>9. workers demonstrated about shortages and working conditions/protest strikes began/shortages of food and fuel in cities led to great discontent</li> <li>10. Tsar tried to return to Petrograd but the train was stopped and he had no choice but to abdicate</li> </ol> <p><b>11. any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p> |

| Question                                                                                                                                                 | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |          |                                                                                                             |  |                                                                                                                                                          |                                                                                                             |                                                                                           |                                                                                                 |                                               |                                                                                                        |
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| 55.                                                                                                                                                      | <p>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each simple point of comparison</li> <li>• <b>a second mark</b> should be given to each developed point of comparison.</li> </ul> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p> | 4        | <p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark</b>. A developed comparison of the points of detail or overall viewpoint should be given <b>2 marks</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.</p> <p><b>Possible points of comparison may include:</b></p> <table border="1" data-bbox="1055 667 2051 1278"> <thead> <tr> <th data-bbox="1055 667 1554 724">Source B</th> <th data-bbox="1554 667 2051 724">Source C</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="1055 724 2051 852"> <p><b>Overall:</b><br/>Both sources agree about the reasons for the Bolshevik victory in the Civil War.</p> </td> </tr> <tr> <td data-bbox="1055 852 1554 1038"> <p>The territory held by the Bolsheviks was a great advantage to them/their control of central areas meant shorter lines of supply and communication</p> </td> <td data-bbox="1554 852 2051 1038"> <p>The Bolsheviks held better territory/had access to railways for their communication and supply lines</p> </td> </tr> <tr> <td data-bbox="1055 1038 1554 1161"> <p>The Bolsheviks were better prepared to mobilise their troops and acquire resources</p> </td> <td data-bbox="1554 1038 2051 1161"> <p>The Bolsheviks won the Civil War largely because they were well prepared and disciplined</p> </td> </tr> <tr> <td data-bbox="1055 1161 1554 1278"> <p>The Whites were disorganised in battle</p> </td> <td data-bbox="1554 1161 2051 1278"> <p>The Whites were disorganised, lacking in the ability to properly mobilise and lead their troops</p> </td> </tr> </tbody> </table> | Source B | Source C | <p><b>Overall:</b><br/>Both sources agree about the reasons for the Bolshevik victory in the Civil War.</p> |  | <p>The territory held by the Bolsheviks was a great advantage to them/their control of central areas meant shorter lines of supply and communication</p> | <p>The Bolsheviks held better territory/had access to railways for their communication and supply lines</p> | <p>The Bolsheviks were better prepared to mobilise their troops and acquire resources</p> | <p>The Bolsheviks won the Civil War largely because they were well prepared and disciplined</p> | <p>The Whites were disorganised in battle</p> | <p>The Whites were disorganised, lacking in the ability to properly mobilise and lead their troops</p> |
| Source B                                                                                                                                                 | Source C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |          |                                                                                                             |  |                                                                                                                                                          |                                                                                                             |                                                                                           |                                                                                                 |                                               |                                                                                                        |
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| <p>The Whites were disorganised in battle</p>                                                                                                            | <p>The Whites were disorganised, lacking in the ability to properly mobilise and lead their troops</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |          |                                                                                                             |  |                                                                                                                                                          |                                                                                                             |                                                                                           |                                                                                                 |                                               |                                                                                                        |

Section 3, Context F, Mussolini and Fascist Italy, 1919-1939

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| 56.      | <p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed.</li> </ul> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. Trade Unions were outlawed</li> <li>2. the currency was revalued in the “Battle for the Lira.”</li> <li>3. high tariffs were placed on foreign imports</li> <li>4. The Battle for Grain was established</li> <li>5. Battle for Land to make marshland useable for farming eg the Pontine Marshes</li> <li>6. The Ministry of Corporations was established, headed by Giuseppe Bottai</li> <li>7. Government investment to create employment and modernise industry eg electrification of railways, growth of car industry</li> <li>8. paid national holidays were introduced in 1938</li> </ol> <p>9. <b>any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p> |

| Question                                                                                                                                                                                  | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |          |                                                                                    |  |                                                                                            |                                                                                                 |                                                                                      |                                                                                                                                                      |                                                                                                                                                                                           |                                                                                                                                                 |
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| 57.                                                                                                                                                                                       | <p>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each simple point of comparison</li> <li>• <b>a second mark</b> should be given to each developed point of comparison.</li> </ul> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p> | 4        | <p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark</b>. A developed comparison of the points of detail or overall viewpoint should be given <b>2 marks</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.</p> <p><b>Possible points of comparison may include:</b></p> <table border="1" data-bbox="1055 667 2051 1347"> <thead> <tr> <th data-bbox="1055 667 1552 724">Source A</th> <th data-bbox="1552 667 2051 724">Source B</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="1055 724 2051 818"><b>Overall:</b> The sources disagree about the effectiveness of Fascist propaganda</td> </tr> <tr> <td data-bbox="1055 818 1552 938">Mussolini was portrayed as athletic, strong and courageous and most Italians believed this</td> <td data-bbox="1552 818 2051 938">Few Italians believed the ridiculous claims that Mussolini was a brilliant athlete and musician</td> </tr> <tr> <td data-bbox="1055 938 1552 1126">The Fascist regime was very successful in controlling the output of radio and cinema</td> <td data-bbox="1552 938 2051 1126">While the Fascist regime did its best to control the media, in reality Italians watched American films which certainly did not support Fascist ideas</td> </tr> <tr> <td data-bbox="1055 1126 1552 1347">One admirer of him was the British Foreign Secretary, Austen Chamberlain, who was widely reported as saying that Mussolini was “a wonderful man working for the greatness of his country”</td> <td data-bbox="1552 1126 2051 1347">Foreigners could see through the Fascists’ crude propaganda attempts and in the European press Mussolini was often presented as a figure of fun</td> </tr> </tbody> </table> | Source A | Source B | <b>Overall:</b> The sources disagree about the effectiveness of Fascist propaganda |  | Mussolini was portrayed as athletic, strong and courageous and most Italians believed this | Few Italians believed the ridiculous claims that Mussolini was a brilliant athlete and musician | The Fascist regime was very successful in controlling the output of radio and cinema | While the Fascist regime did its best to control the media, in reality Italians watched American films which certainly did not support Fascist ideas | One admirer of him was the British Foreign Secretary, Austen Chamberlain, who was widely reported as saying that Mussolini was “a wonderful man working for the greatness of his country” | Foreigners could see through the Fascists’ crude propaganda attempts and in the European press Mussolini was often presented as a figure of fun |
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| 58.      | <p>Candidates must make a judgement about the extent to which the source provides a full description/ explanation of a given event or development.</p> <p>Candidates should be given up to 3 marks for their identification of points from the source which 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.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p> | 6        | <p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. 1 mark may be given for each valid point interpreted from the source or each valid point of significant omission provided.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ol style="list-style-type: none"> <li>1. his main aim was to make Italy respected as a world power</li> <li>2. to achieve this he wanted to build up the Italian armed forces to make Italy feared</li> <li>3. Mussolini was determined that one day Italy would be the dominant power in the Mediterranean</li> <li>4. he was particularly keen to extend Italian influence in the countries of the Balkans</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. to increase Italian influence in Albania</li> <li>6. to encourage the break-up of Yugoslavia</li> <li>7. to encourage Fascism in Germany</li> <li>8. to take over Ethiopia/to build an Italian Empire in Africa</li> <li>9. to contain Hitler's influence in Austria</li> </ol> <p><b>10. any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p> |

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| 59.      | <p>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.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. opposition groups were weakened by their inability to unite on a common platform</li> <li>2. opposition parties banned after 1926</li> <li>3. opponents were afraid of imprisonment in concentration camps</li> <li>4. Mussolini was popular amongst many people</li> <li>5. opposition received relatively little publicity as loyal journalists received extra pay in the form of government grants</li> <li>6. the regime was able to portray opposition as unpatriotic</li> <li>7. people were afraid of the Blackshirts/secret police and this ensured Italians obeyed Mussolini</li> <li>8. Lateran Treaty neutralised opposition from RC Church and its members</li> <li>9. <b>any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></li> </ol> |

Section 3, Context 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |          |                                                                                        |  |                                                                                               |                                                                                                  |                                                                     |                                                                                           |                                                                                                                                                                            |                                                                                              |
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| <p><b>Overall:</b><br/>The sources agree about the activities of the Ku Klux Klan.</p>                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |          |                                                                                        |  |                                                                                               |                                                                                                  |                                                                     |                                                                                           |                                                                                                                                                                            |                                                                                              |
| <p>Dressed in their white hoods the Klan were very frightening - they looked like ghosts!</p>                                                                              | <p>As far as I could see they were all disguised, with whites sheets pulled over their heads</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |          |                                                                                        |  |                                                                                               |                                                                                                  |                                                                     |                                                                                           |                                                                                                                                                                            |                                                                                              |
| <p>They sneaked around at night when us blacks were in our beds</p>                                                                                                        | <p>The Klan came to my house about ten o'clock. I was in bed at that time fast asleep</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |          |                                                                                        |  |                                                                                               |                                                                                                  |                                                                     |                                                                                           |                                                                                                                                                                            |                                                                                              |
| <p>The Klansmen tied up the blacks that they caught and beat them/They left their victims with their hands tied in the air and the blood streaming out of their wounds</p> | <p>They took me out into the yard they struck me three times over the head with a pistol</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |          |                                                                                        |  |                                                                                               |                                                                                                  |                                                                     |                                                                                           |                                                                                                                                                                            |                                                                                              |

| Question |  | General marking instructions for this type of question                                                                                          | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------|--|-------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 61.      |  | Candidates must make a judgement about the extent to which the source provides a full description/ explanation of a given event or development. | 6        | <p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ol style="list-style-type: none"> <li>1. soldiers in World War II experienced life in a more equal society when abroad and were determined to fight against discrimination when they returned</li> <li>2. black Americans were better educated than previous generations and therefore better equipped to challenge discrimination</li> <li>3. the success of the Montgomery Bus Boycott encouraged others to become involved in the fight for civil rights</li> <li>4. the leadership of civil rights campaigner Martin Luther King inspired others to join the civil rights campaign</li> </ol> |

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                            | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|          | <p>Candidates should be given <b>up to 3 marks</b> for their identification of points from the source which support their judgement. Candidates should be given <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p> |          | <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. World War II had been fought against the racism of Nazi Germany for the supposed freedom of all Americans, leading to a growth in support for civil rights for black Americans</li> <li>6. influence of 'Double V' campaign encouraged greater demands for civil rights</li> <li>7. organisations such as the NAACP were effective in highlighting the discrimination faced by black Americans and in attracting the support of black and white Americans in the movement for black civil rights</li> <li>8. the support of federal government in ending segregation, such as at Central High School in Little Rock, encouraged black Americans to believe that their demands would not be ignored</li> <li>9. civil rights campaigns, such as at the Marches on Birmingham and Washington, attracted great media publicity/further fuelled demands for change</li> <li>10. <b>any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></li> </ol> |

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 62.      | <p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed.</li> </ul> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. nine black students were encouraged to enrol at Central High School by the NAACP</li> <li>2. The Governor of Arkansas, Orval Faubus, was strongly opposed to desegregation and sent State troopers to the school to prevent the black students from entering</li> <li>3. a mob of white people also gathered outside awaiting the arrival of the black students</li> <li>4. the first black student to attempt to enter the building was Elizabeth Eckford/she was faced with verbal abuse from white protestors outside the school</li> <li>5. President Eisenhower ordered Governor Faubus to remove the State troopers</li> <li>6. President Eisenhower sent in federal troops to protect the black students and ensure their safe entry to the school</li> <li>7. the federal troops stayed for a year and even patrolled the corridors of Central High School</li> <li>8. despite the presence of the troops the black students faced verbal and physical abuse from white students at Central High School</li> <li>9. <b>any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></li> </ol> |

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| 63.      | <p>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.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. predominantly white police forces led to resentment/riots were sparked by police actions which were perceived by many black Americans to be unfair</li> <li>2. discontent resulting from high levels of poverty/unemployment in ghettos/those that did have work were frustrated that they earned so little</li> <li>3. housing in the ghetto was overcrowded and of poor quality which further fuelled resentment amongst black Americans</li> <li>4. black Americans were angry at the lack of health services in the ghetto</li> <li>5. frustration at the lack of investment in ghetto schools/ low educational standards which meant that black Americans saw no way out of the ghetto</li> <li>6. high crime rates in the ghetto led to even greater feelings of despair</li> <li>7. citizens of the ghettos were angry at a government which they believed to have ignored their needs for far too long</li> <li>8. radical groups (eg the Black Panthers) encouraged direct action</li> <li>9. <b>any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></li> </ol> |

Section 3, Context 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 64.      | <p>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.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. many felt that the military terms of the Treaty of Versailles had been too harsh and Germany should be allowed to rearm</li> <li>2. Hitler's claims that rearmament was merely required for security, helped soften opinion against German rearmament</li> <li>3. Hitler's offer to disarm should other countries do so convinced others that military action was not required to halt German rearmament</li> <li>4. cuts in defence spending and the weakness of the British armed forces restricted the opportunity for military action</li> <li>5. given the horrors of World War One, there was little sign that British public opinion would have supported military action against Hitler</li> <li>6. there was a thriving peace movement in Britain which further reduced support for military action</li> <li>7. many within Britain saw a strong Germany as a useful barrier against the spread of communism and therefore supported German rearmament</li> <li>8. the construction of the Maginot Line gave the French a defensive mentality and a sense of security that reduced fears of German rearmament</li> <li>9. <b>any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></li> </ol> |

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 65.      | <p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed.</li> </ul> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> |

| Question | General marking instructions for this type of question | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|          |                                                        |          | <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. the Austrian Nazi Party led by Seyss-Inquart had embarked on a series of activities which included mass demonstrations and bomb attacks</li> <li>2. Chancellor Schuschnigg of Austria asked to meet Hitler to discuss the activities of the Austrian Nazis/Schuschnigg travelled to Berchtesgaden to meet Hitler</li> <li>3. Schuschnigg expected to receive answers to his complaints about the Austrian Nazis but instead faced a display of temper, verbal aggression and threats from Hitler/Hitler demanded that Austrian Nazis be given important posts in the Austrian government and threatened to invade Austria if Schuschnigg did not agree</li> <li>4. on his return to Austria, Schuschnigg decided to hold a plebiscite to ask the Austrian people if they wanted Austria to remain independent from Germany/Hitler was furious and plans were put in place for the invasion of Austria by Germany</li> <li>5. Hitler demanded Schuschnigg's resignation and the cancellation of the plebiscite</li> <li>6. Schuschnigg resigned and was replaced by Seyss-Inquart</li> <li>7. Seyss-Inquart promptly invited the German Army in to Austria on the premise that they were required to help maintain law and order</li> <li>8. on 12<sup>th</sup> March 1938, German soldiers crossed the border into Austria unopposed</li> <li>9. German soldiers were greeted by crowds who cheered and threw flowers/Hitler himself received a rousing reception as he entered Linz in an open-topped Mercedes</li> <li>10. The following day a new law was announced which incorporated Austria into the German Reich</li> <li>11. any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</li> </ol> |

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 66.      | <p>Candidates must make a judgement about the extent to which the source provides a full description/ explanation of a given event or development.</p> <p>Candidates should be given up to <b>3 marks</b> for their identification of points from the source which support their judgement. Candidates should be given up to <b>4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p> | 6        | <p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ol style="list-style-type: none"> <li>1. the main reason was the invasion of Czechoslovakia which proved that Hitler was a liar and that he did not just want land where Germans lived</li> <li>2. many were influenced by Churchill's speeches which meant appeasement was losing the support of the British people</li> <li>3. Kristallnacht proved that the Nazi regime was evil and ought to be resisted</li> <li>4. Rearmament had strengthened Britain's armed forces too and gave Chamberlain the confidence to tackle Nazi aggression</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. the Pact of Steel showed that appeasement had failed to satisfy Hitler and that he was planning for war</li> <li>6. the Oxford by-election showed that there were many British people who did not agree with appeasing Hitler and who would support military action against Nazi aggression</li> <li>7. Fascists were growing in power across Europe - Franco came to power in Spain in February 1939 - and many felt that they had to be stopped</li> <li>8. by March 1939, Britain was better prepared to protect its civilians against German attacks (eg a quarter of a million free air raid shelters are given to Londoners)</li> <li>9. <b>any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></li> </ol> |

| Question                                                                                                                      | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |          |                                                                                                                      |  |                                                                                                         |                                                                             |                                                                                                           |                                                                                                                                            |                                                                                                                               |                                                                                                                                  |
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| 67.                                                                                                                           | <p>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each simple point of comparison</li> <li>• <b>a second mark</b> should be given to each developed point of comparison.</li> </ul> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p> | 4        | <p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark</b>. A developed comparison of the points of detail or overall viewpoint should be given <b>2 marks</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.</p> <p><b>Possible points of comparison may include:</b></p> <table border="1" data-bbox="1055 667 2049 1270"> <thead> <tr> <th data-bbox="1055 667 1552 724">Source B</th> <th data-bbox="1552 667 2049 724">Source C</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="1055 724 2049 842"> <p><b>Overall:</b><br/>The sources agree about the reasons why Stalin signed the Nazi-Soviet Non-Aggression Pact</p> </td> </tr> <tr> <td data-bbox="1055 842 1552 960">By signing the pact the Soviet Union gained time to prepare its defences against a future German attack</td> <td data-bbox="1552 842 2049 960">The pact gave the Soviet Union time to prepare for eventual German invasion</td> </tr> <tr> <td data-bbox="1055 960 1552 1114">Stalin also gained the opportunity to take back lands Russia lost in the aftermath of the First World War</td> <td data-bbox="1552 960 2049 1114">The chance to extend Soviet control over lands from which Russia had been excluded since the end of the First World War was another factor</td> </tr> <tr> <td data-bbox="1055 1114 1552 1270">The half-hearted attempt of the British to come to an agreement with the Soviet Union was another factor in Stalin's decision</td> <td data-bbox="1552 1114 2049 1270">The British were unenthusiastic about a possible Anglo-Soviet agreement, and this encouraged Stalin to sign the Nazi-Soviet Pact</td> </tr> </tbody> </table> | Source B | Source C | <p><b>Overall:</b><br/>The sources agree about the reasons why Stalin signed the Nazi-Soviet Non-Aggression Pact</p> |  | By signing the pact the Soviet Union gained time to prepare its defences against a future German attack | The pact gave the Soviet Union time to prepare for eventual German invasion | Stalin also gained the opportunity to take back lands Russia lost in the aftermath of the First World War | The chance to extend Soviet control over lands from which Russia had been excluded since the end of the First World War was another factor | The half-hearted attempt of the British to come to an agreement with the Soviet Union was another factor in Stalin's decision | The British were unenthusiastic about a possible Anglo-Soviet agreement, and this encouraged Stalin to sign the Nazi-Soviet Pact |
| Source B                                                                                                                      | Source C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |          |                                                                                                                      |  |                                                                                                         |                                                                             |                                                                                                           |                                                                                                                                            |                                                                                                                               |                                                                                                                                  |
| <p><b>Overall:</b><br/>The sources agree about the reasons why Stalin signed the Nazi-Soviet Non-Aggression Pact</p>          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |          |                                                                                                                      |  |                                                                                                         |                                                                             |                                                                                                           |                                                                                                                                            |                                                                                                                               |                                                                                                                                  |
| By signing the pact the Soviet Union gained time to prepare its defences against a future German attack                       | The pact gave the Soviet Union time to prepare for eventual German invasion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |          |                                                                                                                      |  |                                                                                                         |                                                                             |                                                                                                           |                                                                                                                                            |                                                                                                                               |                                                                                                                                  |
| Stalin also gained the opportunity to take back lands Russia lost in the aftermath of the First World War                     | The chance to extend Soviet control over lands from which Russia had been excluded since the end of the First World War was another factor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |          |                                                                                                                      |  |                                                                                                         |                                                                             |                                                                                                           |                                                                                                                                            |                                                                                                                               |                                                                                                                                  |
| The half-hearted attempt of the British to come to an agreement with the Soviet Union was another factor in Stalin's decision | The British were unenthusiastic about a possible Anglo-Soviet agreement, and this encouraged Stalin to sign the Nazi-Soviet Pact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |          |                                                                                                                      |  |                                                                                                         |                                                                             |                                                                                                           |                                                                                                                                            |                                                                                                                               |                                                                                                                                  |

Section 3, Context I, World War II, 1939-1945

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| 68.      | <p>Candidates must make a judgement about the extent to which the source provides a full description/ explanation of a given event or development.</p> <p>Candidates should be given <b>up to 3 marks</b> for their identification of points from the source which support their judgement. Candidates should be given <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p> | 6        | <p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ol style="list-style-type: none"> <li>1. Japan became increasingly angry with America for cutting off its oil supplies.</li> <li>2. Japan was also determined to push American influence out of the Pacific</li> <li>3. the attack was also intended to damage US military strength</li> <li>4. Japan was confident of winning because the Japanese had rehearsed the attack for a year until they achieved an 80% hit rate</li> </ol> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. Japan hoped to seize control in Asia and the Pacific and extend its Empire</li> <li>2. the entire US Pacific fleet could be destroyed at Pearl Harbour giving Japan the upper hand</li> <li>3. Japan hoped to crush US morale by destroying its prestigious naval fleet</li> <li>4. Japan was angered after the First World War when the US placed immigration restrictions on it</li> <li>5. <b>any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></li> </ol> |

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| 69.      | <p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed.</li> </ul> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><i>They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. confiscation of Jewish property and businesses</li> <li>2. Jews made to wear the Star of David</li> <li>3. ghettos created for Jews in Poland and Eastern Europe</li> <li>4. work camps, detention camps, transfer camps and concentration camps set up around Europe for the internment of Jews, gypsies, homosexuals, other religious minorities, asocials</li> <li>5. in Eastern Europe mobile killing units were dispatched to eliminate Jews eg Lithuania, Latvia, Ukraine, Romania,</li> <li>6. mobile gas chambers in vans appeared in Eastern occupied territories from late 1941 onwards</li> <li>7. mass deportation of Jews and other prisoners from Western Europe to Eastern camps took place from 1942 onwards</li> <li>8. liquidation of the ghettos</li> <li>9. euthanasia of some minorities (eg the disabled)</li> <li>10. used as slave labour</li> </ol> <p><b>11. any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></p> |

| Question                                                                                                                                | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |          |                                                                               |  |                                                                                                                               |                                                                                                                                     |                                                                                                |                                                                                                                                               |                                                                                                                                         |                                                                                                                |
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| 70.                                                                                                                                     | <p>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each simple point of comparison</li> <li>• <b>a second mark</b> should be given to each developed point of comparison.</li> </ul> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p> | 4        | <p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark</b>. A developed comparison of the points of detail or overall viewpoint should be given <b>2 marks</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.</p> <p><b>Possible points of comparison may include:</b></p> <table border="1" data-bbox="1055 667 2051 1347"> <thead> <tr> <th data-bbox="1055 667 1552 724">Source B</th> <th data-bbox="1552 667 2051 724">Source C</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="1055 724 2051 818"><b>Overall:</b> The sources agree about collaboration in Nazi occupied Europe</td> </tr> <tr> <td data-bbox="1055 818 1552 970">In many cases it was simply a way to survive such as doing the laundry of German soldiers to earn extra food for your family.</td> <td data-bbox="1552 818 2051 970">Other examples of collaboration involved civilians working for the Germans in order to earn extra money or gain extra food rations.</td> </tr> <tr> <td data-bbox="1055 970 1552 1161">Others were more actively involved by informing the Germans of ‘enemies’ within the community.</td> <td data-bbox="1552 970 2051 1161">Collaboration on a large scale occurred in Vichy France where the authorities supplied information to help the Nazis round up ‘undesirables’.</td> </tr> <tr> <td data-bbox="1055 1161 1552 1347">Then there were those who supported the Nazi regime such as the local civilians and police who were recruited into the SS death squads.</td> <td data-bbox="1552 1161 2051 1347">Over 33,000 Jews were slaughtered there in September 1941 by Nazi SS forces, assisted by the Ukrainian police.</td> </tr> </tbody> </table> | Source B | Source C | <b>Overall:</b> The sources agree about collaboration in Nazi occupied Europe |  | In many cases it was simply a way to survive such as doing the laundry of German soldiers to earn extra food for your family. | Other examples of collaboration involved civilians working for the Germans in order to earn extra money or gain extra food rations. | Others were more actively involved by informing the Germans of ‘enemies’ within the community. | Collaboration on a large scale occurred in Vichy France where the authorities supplied information to help the Nazis round up ‘undesirables’. | Then there were those who supported the Nazi regime such as the local civilians and police who were recruited into the SS death squads. | Over 33,000 Jews were slaughtered there in September 1941 by Nazi SS forces, assisted by the Ukrainian police. |
| Source B                                                                                                                                | Source C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |          |                                                                               |  |                                                                                                                               |                                                                                                                                     |                                                                                                |                                                                                                                                               |                                                                                                                                         |                                                                                                                |
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| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| 71.      | <p>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.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed.</li> </ul> | 5        | <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. the Allies had complete naval and air superiority of the area prior to the landings which allowed them to deliver supplies</li> <li>2. Allied deception plans were successful because the German High command believed the attack would happen at Pas-de-Calais</li> <li>3. strategic bombing of the area behind the lines prevented German Panzer forces being deployed to Normandy</li> <li>4. the use of floating harbours (Mulberries) which were brought over from England by the Allies allowed more troops and supplies to be transported to the beach heads</li> <li>5. Pluto, the undersea pipe line was able to deliver fuel to allow for the sustained attack on the beach heads and further into German occupied territory</li> <li>6. the landing of airborne forces hindered a German counter-attack</li> <li>7. the German Atlantic Wall was incomplete</li> <li>8. assistance of French resistance (eg destroying German communications)</li> <li>9. <b>any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left).</b></li> </ol> |

Section 3, Context J, The Cold War, 1945-1989

| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Question | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Question                                                                            | General marking instructions for this type of question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Max mark | Specific marking instructions for this question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |          |                                                                            |  |                                                                                     |                                                                     |                                                                                |                                                                                              |                                                            |                                                                                                        |
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| 75.                                                                                 | <p>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each simple point of comparison</li> <li>• <b>a second mark</b> should be given to each developed point of comparison.</li> </ul> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p> | 4        | <p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark</b>. A developed comparison of the points of detail or overall viewpoint should be given <b>2 marks</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.</p> <p><b>Possible points of comparison may include:</b></p> <table border="1" data-bbox="1055 667 2056 1252"> <thead> <tr> <th data-bbox="1055 667 1552 767">Source B</th> <th data-bbox="1552 667 2056 767">Source C</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="1055 767 2056 858"><b>Overall:</b> The sources agree about the aims of the policy of Glasnost</td> </tr> <tr> <td data-bbox="1055 858 1552 979">His intention was to give a boost to the Soviet economy, which was performing badly</td> <td data-bbox="1552 858 2056 979">the hope was that Glasnost could help strengthen the Soviet economy</td> </tr> <tr> <td data-bbox="1055 979 1552 1099">The aim of Glasnost was to allow open discussion of social and economic issues</td> <td data-bbox="1552 979 2056 1099">He wanted to find new solutions to problems by allowing people to express their views freely</td> </tr> <tr> <td data-bbox="1055 1099 1552 1252">Gorbachev hoped this would strengthen the Communist system</td> <td data-bbox="1552 1099 2056 1252">Gorbachev remained a committed Communist and hoped that Glasnost would increase support for the system</td> </tr> </tbody> </table> | Source B | Source C | <b>Overall:</b> The sources agree about the aims of the policy of Glasnost |  | His intention was to give a boost to the Soviet economy, which was performing badly | the hope was that Glasnost could help strengthen the Soviet economy | The aim of Glasnost was to allow open discussion of social and economic issues | He wanted to find new solutions to problems by allowing people to express their views freely | Gorbachev hoped this would strengthen the Communist system | Gorbachev remained a committed Communist and hoped that Glasnost would increase support for the system |
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[END OF MARKING INSTRUCTIONS]