



National
Qualifications
2026

2026 History

National 5

Question Paper Finalised Marking Instructions

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

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General marking principles for National 5 History

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

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

A Questions that ask candidates to **Describe** . . . (4 marks)

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

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

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

Question: Describe the Liberal Welfare Reforms introduced between 1906 and 1914.

The Liberals brought in a number of welfare reforms that were aimed at helping the poorest people in society. (1 mark for knowledge) They were particularly trying to help children and the elderly. (a second mark for development)

B Questions that ask candidates to *Explain the reasons why* . . . (6 marks)

Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons. Candidates may provide a number of straightforward reasons or a smaller number of developed reasons, or a combination of these.

Up to the total mark allocation of 6 marks for this question

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

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

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

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

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

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

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

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

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

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

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

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

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

(1 mark for knowledge)

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

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

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

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

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

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

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

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

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

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

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

Example response (*Compare the views of Sources A and B about the effectiveness of King Charles I as a ruler*)

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

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

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

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

- F** Questions that ask *How fully does a given source explain/describe . . .* (6 marks)
Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.

Up to the total mark allocation of 6 marks for this question

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

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

Source B explains the reasons why the Liberals introduced their reforms fairly well (evidence of judgement) as it mentions their growing fear of the Labour party. (1 mark, point from source). It mentions specifically the Welsh MPs such as Lloyd George who might lose their seats. (1 mark, point from source) It also deals with the raising of working class expectations which the new Labour Party might bring. (1 mark, point from source) However, it fails to mention (evidence of judgement) their genuine concern for the masses which motivated many MPs.

(1 mark, significant omission) The poor state of health among volunteers for the Boer War had shocked many of them into demanding changes. (1 mark, significant omission) Others, such as Churchill, felt that poverty was holding back Britain's competitiveness as a nation and must be changed. (1 mark, significant omission)

Example response (*How fully does source A describe how the Liberal reforms 1906–1914 led to improvements in the lives of the young and the old?*)

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

Marking instructions for each question

Section 1 – Scottish Contexts

PART A – The Wars of Independence, 1286-1328

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a number of points that make the issue plain or clear, for example, by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	6	Possible reasons may include: - Alexander's children had died before him, leaving no adult heir to succeed the throne - Alexander III's only surviving heir, his granddaughter, Margaret the Maid of Norway, living in Norway - difficult for Margaret to rule as a young female monarch - if Margaret married a foreign prince, Scotland could fall under foreign control - Margaret died on her way to Scotland, leaving no clear heir to the throne - with Margaret's death, the Treaty of Birgham was meaningless and left Scotland vulnerable - there were competing claims to the throne from multiple noble families, which resulted in the threat of civil war - Scottish Guardians were appointed in the absence of a monarch, but they lacked the authority to enforce a solution to the succession problem - the Guardians themselves were divided over who had the stronger claim to the throne - uncertainty over succession owing to the possible pregnancy of Yolande any other valid reason.

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2.			<i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i> Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall. A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).	4	Possible points of comparison may include: Overall – the sources agree about the claims of Robert Bruce and John Balliol to the throne of Scotland. <table><tr><th>Source A</th><th>Source B</th></tr><tr><td>Balliol said he should be king because his grandmother was the eldest daughter of David, earl of Huntingdon.</td><td>John Balliol’s claim to the throne was based on being the grandson of Devorgilla, the Earl of Huntingdon’s eldest daughter.</td></tr><tr><td>Bruce also had a royal connection through the Earl but from a younger part of the royal family.</td><td>Robert Bruce’s claim came from a younger member of the royal family through the Earl David’s daughter.</td></tr><tr><td>In addition, Bruce had the support of many important Scottish nobles.</td><td>Bruce had strong backing from key members of the Scottish nobility.</td></tr></table>	Source A	Source B	Balliol said he should be king because his grandmother was the eldest daughter of David, earl of Huntingdon.	John Balliol’s claim to the throne was based on being the grandson of Devorgilla, the Earl of Huntingdon’s eldest daughter.	Bruce also had a royal connection through the Earl but from a younger part of the royal family.	Robert Bruce’s claim came from a younger member of the royal family through the Earl David’s daughter.	In addition, Bruce had the support of many important Scottish nobles.	Bruce had strong backing from key members of the Scottish nobility.
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3.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a judgement about the extent to which the source provides a full description of a given event or development. Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided. Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement. Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement. A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.	6		
					Point identified in the source	Possible comment which shows the candidate has interpreted the key point(s)
					1. In 1296, King Edward I crossed the River Tweed and ransacked the town of Berwick, killing thousands of people.	Berwick was attacked and many people were killed.
					2. After Berwick, the Earl of Surrey was sent by Edward I to Dunbar to take the castle.	Dunbar castle was captured by the Earl of Surrey.
					3. Many Guardians and Scottish leaders were captured at the Battle of Dunbar.	Scottish leaders were taken prisoner at Dunbar.
					4. Edward continued to march his army up through Scotland, seizing towns such as Haddington and Lauder.	Edward took control of Scottish towns.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: 5. took control of other Scottish castles, for example, Stirling, Edinburgh 6. stripped John Balliol of his royal insignia 7. took John Balliol to London as his prisoner 8. made important Scots sign allegiance to him, for example, Ragman Roll 9. took the Stone of Scone to England 10. took important Scottish documents and relics, for example, Black Rood of St Margaret 11. any other valid point of significant omission.

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4.			<i>Candidates can be credited in a number of ways up to a maximum of 9 marks.</i> Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented. Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge. A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion. Up to 4 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows: • 1 mark for an introduction (which places the question in its historical context or outlines relevant factors) • 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors) • 1 mark for a conclusion with a valid judgement (or overall summary) • 1 mark for a reason in support of the judgement (a summary cannot be supported).	9	Possible factors:	Key points of knowledge to support this factor may include:
					English military strengths	1. Edward I brought a large army that outnumbered the Scots, for example, an estimated 15,000 men 2. the English archers used longbows to attack from a distance 3. the English cavalry drove the Scottish cavalry from the battlefield, leaving the Scottish archers exposed
					English military leadership	4. Edward I effectively coordinated his forces 5. Edward I was supported by noblemen who had experience of battle
					Scottish military weaknesses	6. the Scots had a smaller army, about 6000 men 7. the Scots used smaller bows that had a limited range 8. the Scots schiltrons were vulnerable to the English longbows 9. the Scottish cavalry left the battle early, leaving the Scottish army defenceless

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question						
					<table><tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr><tr><td>Scottish military leadership</td><td>10. Andrew Murray had died after Stirling Bridge, depriving the Scots of their military leadership at Falkirk 11. the Scottish forces were not as well-organised or disciplined as the English army 12. William Wallace took a defensive position against the English, limiting his options</td></tr><tr><td>Other factors</td><td>13. any other valid point.</td></tr></table>	Possible factors:	Key points of knowledge to support this factor may include:	Scottish military leadership	10. Andrew Murray had died after Stirling Bridge, depriving the Scots of their military leadership at Falkirk 11. the Scottish forces were not as well-organised or disciplined as the English army 12. William Wallace took a defensive position against the English, limiting his options	Other factors	13. any other valid point.
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5.			<i>Candidates can be credited in a number of ways up to a maximum of 4 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i> Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. 1 mark should be awarded for each accurate relevant key point of knowledge. A second mark should be awarded for each point that is developed, up to a maximum of 4 marks. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).	4	Possible points of knowledge may include: 1. Bruce murdered his rival, John Comyn, in Greyfriars Kirk 2. Bruce's remaining supporters were virtually wiped out by Scottish nobles, for example, John MacDougall in Dalry 3. Bruce's family were captured by opponents, for example, one sister and the Countess of Buchan were imprisoned in cages 4. Bruce fought opponents and captured castles in the Great Glen 5. Bruce defeated the Earl of Buchan, for example, at the Battle of Inverurie 6. Bruce punished his enemies by completely destroying their lands in the north-east, for example, the Herschip of Buchan 7. Bruce conducted raids and battles in the region of Galloway to bring the local nobles under control 8. Bruce led the Siege of Perth to subdue nobles loyal to England or the Comyns 9. any other valid point of knowledge.

Section 1 – Scottish Context

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

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
6.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a number of points that make the issue plain or clear, for example, by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	6	Possible reasons may include: 1. the Archbishop of St Andrews passed reforms, but they failed to address many of the problems at parish level 2. Church leaders had become accustomed to comfortable lifestyles and therefore did not want to enforce reforms 3. pamphlets were created to persuade people of the Catholic faith, but these didn't work 4. an increasing number of the nobility were choosing Protestantism, therefore the reforms had little impact 5. many priests were poorly educated and so struggled to teach the Catholic faith 6. many priests continued to use Church money to fund their own lifestyles, therefore the reforms did not improve this problem 7. the Archbishops of St Andrews and Glasgow did not have a good relationship, which impeded attempts at reform 8. Mary of Guise needed the support of Protestant nobles and so gave limited support 9. many nobles benefitted from the decline of the Catholic Church and so did not engage with attempts at reform 10. any other valid reason.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
7.			<i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i> Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall. A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).	4	Possible points of comparison may include: Overall – the sources agree about Mary’s claim to the English throne. <table><tr><th>Source A</th><th>Source B</th></tr><tr><td>Mary Queen of Scots was Elizabeth I’s main competitor for the English throne.</td><td>When Elizabeth I took the throne in 1558, Mary Queen of Scots, was a serious rival for the Crown.</td></tr><tr><td>The Scottish queen claimed a right to rule England because she was the great granddaughter of Henry VII.</td><td>Mary was a direct descendent of Henry VII, giving her a convincing claim to the English Crown.</td></tr><tr><td>Some Catholics believed Mary had a better right to the throne than Elizabeth.</td><td>Many Catholics rejected Elizabeth’s claim to the throne in favour of Mary.</td></tr></table>	Source A	Source B	Mary Queen of Scots was Elizabeth I’s main competitor for the English throne.	When Elizabeth I took the throne in 1558, Mary Queen of Scots, was a serious rival for the Crown.	The Scottish queen claimed a right to rule England because she was the great granddaughter of Henry VII.	Mary was a direct descendent of Henry VII, giving her a convincing claim to the English Crown.	Some Catholics believed Mary had a better right to the throne than Elizabeth.	Many Catholics rejected Elizabeth’s claim to the throne in favour of Mary.
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8.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a judgement about the extent to which the source provides a full description of a given event or development. Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided. Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement. Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement. A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.	6		
					Point identified in the source	Possible comment which shows the candidate has interpreted the key point(s)
					1. Reformers like John Knox attracted many supporters across the country who liked his Bible-based worship.	John Knox gained followers who liked Bible-based worship.
					2. More people in Scotland were following the teachings of European Protestant leaders, such as Martin Luther and John Calvin.	Ideas from reformers in Europe grew in Scotland.
					3. However, a growing number of Scottish nobles supported Protestantism, hoping to increase their own power.	Scottish nobles supported the Reformation to gain more power.
					4. By 1560, Protestantism had become the dominant religion in Scotland, replacing Catholicism.	The Protestant faith became the main faith in Scotland.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: 5. the Bible was now available to worshippers in English 6. English soldiers brought Bibles to Scotland spreading Protestantism 7. Protestant preachers gained sympathy as they were persecuted, for example, Wishart burned as a heretic 8. Protestant religion was used to counter Catholic France's influence over Scotland 9. the celebration of Mass was banned 10. the death of Mary of Guise in 1560 allowed for Protestant regents to control the royal household 11. any other valid point of significant omission.

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9.			<i>Candidates can be credited in a number of ways up to a maximum of 9 marks.</i> Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented. Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge. A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion. Up to 4 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows: • 1 mark for an introduction (which places the question in its historical context or outlines relevant factors) • 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors) • 1 mark for a conclusion with a valid judgement (or overall summary) • 1 mark for a reason in support of the judgement (a summary cannot be supported).	9	Possible factors:	Key points of knowledge to support this factor may include:
					Marriage	1. Catholics and Protestants could not agree over who Mary should marry 2. Mary needed to please Queen Elizabeth with her choice as she wanted to be named as heir to the throne of England 3. Darnley undermined Mary's rule, for example, he demanded royal authority
					Religion	4. Mary was a Catholic and Scotland had become a Protestant country, so she was not trusted 5. many expected Mary to restore the Catholic faith in Scotland which caused tension, for example, the Pope, France and Spain 6. Mary continued to celebrate Mass in private, which was unpopular 7. Mary did nothing to reverse the Reformation, which upset Catholics in Scotland

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					<table><tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr><tr><td>Relationships with nobles</td><td>8. Mary was a young woman so many nobles did not respect her 9. infighting among the Scottish nobility made it difficult for Mary to establish control 10. The Earl of Huntly staged a revolt against her 11. Rizzio was murdered in front of Mary in an attempt to gain control of her government 12. Mary was suspected of involvement in Darnley's murder, which undermined her reign</td></tr><tr><td>Other factors</td><td>13. any other valid point.</td></tr></table>	Possible factors:	Key points of knowledge to support this factor may include:	Relationships with nobles	8. Mary was a young woman so many nobles did not respect her 9. infighting among the Scottish nobility made it difficult for Mary to establish control 10. The Earl of Huntly staged a revolt against her 11. Rizzio was murdered in front of Mary in an attempt to gain control of her government 12. Mary was suspected of involvement in Darnley's murder, which undermined her reign	Other factors	13. any other valid point.
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Section 1 – Scottish contexts

PART C – The Treaty of Union, 1689-1715

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
11.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a number of points that make the issue plain or clear, for example, by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	6	Possible reasons may include: 1. there was a run of several poor harvests that led to famine 2. a large amount of money was spent nationally to feed those starving from the famine 3. many tenants were unable to pay rent which affected landowners' profits 4. The Navigation Acts treated Scots as aliens which stopped some trade with English colonies 5. England put tariffs on Scottish goods which affected exports, for example, linen 6. Scottish national debt continued to increase making the economy vulnerable 7. the failure of the Darien Scheme threatened the whole Scottish economy 8. Scotland's involvement in conflicts disrupted trade and cost money, for example, the Nine Years' War, Williamite wars 9. the Scottish agricultural industry was underproductive as it used outdated methods 10. Scots moved abroad in large numbers weakening the economy, for example, around 50,000 Scots moved to Ulster in the 1690s 11. some burghs had the burden of providing provisions for stationed military forces, for example, food and equipment 12. any other valid reason.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
12.			<i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i> Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall. A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).	4	Possible points of comparison may include: Overall – the sources agree about the causes of tension between Scotland and England, 1689-1707. <table><tr><th>Source A</th><th>Source B</th></tr><tr><td>However, many Scots remained loyal to the Stuart cause following the Glorious Revolution.</td><td>After the Glorious Revolution, many Scots still wanted the old king, James Stuart, instead of William of Orange to rule.</td></tr><tr><td>Scots were angered by the Act of Settlement, which declared that only Protestants could inherit the English throne.</td><td>Some Scots were unhappy that the English Parliament would only accept a Protestant king.</td></tr><tr><td>The Scottish Parliament passed the Act of Security asserting its right to choose a monarch independently of England.</td><td>The Scottish Parliament passed a law declaring it could select its own king without asking England.</td></tr></table>	Source A	Source B	However, many Scots remained loyal to the Stuart cause following the Glorious Revolution.	After the Glorious Revolution, many Scots still wanted the old king, James Stuart, instead of William of Orange to rule.	Scots were angered by the Act of Settlement, which declared that only Protestants could inherit the English throne.	Some Scots were unhappy that the English Parliament would only accept a Protestant king.	The Scottish Parliament passed the Act of Security asserting its right to choose a monarch independently of England.	The Scottish Parliament passed a law declaring it could select its own king without asking England.
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13.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a judgement about the extent to which the source provides a full description of a given event or development. Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided. Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement. Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement. A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.	6	<table><tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr><tr><td>1. Catholics opposed Union, as it secured the Hanoverian succession and they were loyal to the Stuart monarchy.</td><td>Catholics were against Union as they wanted to restore the Stuart monarchy.</td></tr><tr><td>2. Scottish Episcopalians were concerned that they would not be restored as the main religion in Scotland after Union.</td><td>Episcopalians were against Union as they did not think they would be reinstated as the main religion.</td></tr><tr><td>3. Presbyterians were worried that Union would overturn their position as Scotland's state religion.</td><td>Presbyterians were concerned they would lose their religious position in Scotland.</td></tr><tr><td>4. The Presbyterian Church believed that Union may force a hierarchical structure, such as imposing bishops and royal control over the Church.</td><td>Presbyterians opposed Union as it may have imposed different practices on their Church.</td></tr></table>	Point identified in the source	Possible comment which shows the candidate has interpreted the key point(s)	1. Catholics opposed Union, as it secured the Hanoverian succession and they were loyal to the Stuart monarchy.	Catholics were against Union as they wanted to restore the Stuart monarchy.	2. Scottish Episcopalians were concerned that they would not be restored as the main religion in Scotland after Union.	Episcopalians were against Union as they did not think they would be reinstated as the main religion.	3. Presbyterians were worried that Union would overturn their position as Scotland's state religion.	Presbyterians were concerned they would lose their religious position in Scotland.	4. The Presbyterian Church believed that Union may force a hierarchical structure, such as imposing bishops and royal control over the Church.	Presbyterians opposed Union as it may have imposed different practices on their Church.	
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: 5. the Scottish clergy were worried about increasing English influence on Scottish religion 6. Presbyterian ministers were worried that Union would lead to more tolerance of Catholics 7. Presbyterians supported Union as a way to suppress Catholic Jacobite influence in Scotland 8. Catholics were concerned that Union would lead to more anti-Catholic laws 9. Catholics were worried that Union would weaken their ties to Catholic countries that offered support for the Stuart cause, for example, France 10. many Episcopalians saw Union as a chance to align with the Church of England, which was also Episcopalian 11. many Episcopalians were Jacobites, so they thought of the Union as a betrayal of the Stuarts 12. any other valid point of significant omission.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
14.			<i>Candidates can be credited in a number of ways up to a maximum of 9 marks.</i> Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented. Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge. A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion. Up to 4 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows: • 1 mark for an introduction (which places the question in its historical context or outlines relevant factors) • 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors) • 1 mark for a conclusion with a valid judgement (or overall summary) • 1 mark for a reason in support of the judgement (a summary cannot be supported).	9	Possible factors:	Key points of knowledge to support this factor may include:
					Corruption	1. jobs, promotions and pensions were offered to encourage Scottish opponents to support Union 2. money was secretly despatched north from the English treasury to pay overdue salaries or as bribes 3. £20,000 was given out by the Earl of Glasgow to persuade Scots to vote for the Union
					Pressure from England	4. Queen Anne put pressure on Scottish politicians to form a Union 5. the Alien Act put pressure on Scots to accept Union and continue trade with England 6. English troops were sent to the Scottish border to ensure Scottish support for the Union
					Weak opposition	7. Hamilton was a weak leader who didn't do much to oppose the passing of Union 8. the opposition failed to participate in a planned walkout to stop proceedings

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
					Possible factors:	Key points of knowledge to support this factor may include:
					Squadrone Volante	9. the Squadrone votes were crucial in pushing through the Union 10. many of the Squadrone believed that supporting the Act of Union would give them control over the Equivalent
					Trade	11. Scots MPs voted for Union to ensure profitable trade with English colonies, for example, tobacco
					Other factors	12. any other valid point.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
15.			<i>Candidates can be credited in a number of ways up to a maximum of 4 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i> Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. 1 mark should be awarded for each accurate relevant key point of knowledge. A second mark should be awarded for each point that is developed, up to a maximum of 4 marks. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).	4	Possible points of knowledge may include: 1. the Union opened free trade between Scotland and the English colonies, for example, North America, the Caribbean 2. Scottish merchants profited from access to colonial goods, for example, Glasgow and the tobacco trade 3. many Scottish industries struggled to compete with English industries, for example, wool and linen 4. Salt Tax made it more expensive for the Scottish fishing industry to preserve fish 5. Scotland had to pay higher taxes, at the same level as in England 6. some towns developed with increased trade in their markets, for example, Crieff and Falkirk 7. many Scottish landowners improved their production methods after copying English farming techniques, for example, there was an increase in tenant farmers enclosing land 8. smuggling to Scotland increased in opposition to increased taxes 9. any other valid point of knowledge.

Section 1 – Scottish contexts

PART D – Migration and Empire, 1830-1939

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
16.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a number of points that make the issue plain or clear, for example, by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	6	Possible reasons may include: 1. Ireland's population had grown significantly, creating pressure on limited agricultural land 2. affordable fares to Scotland made it possible for Irish immigrants to travel 3. proximity made Scotland an attractive destination 4. the potato famine forced many Irish to leave Ireland 5. many tried to escape poverty in Ireland 6. many Irish came to Scotland with the hope of emigrating elsewhere, for example, USA 7. Scotland offered a wide range of industrial jobs that needed workers 8. Irish immigrants were encouraged to move to Scotland because wages could be higher 9. there was better housing available which appealed to Irish immigrants 10. the Catholic Church helped with finding jobs and accommodation 11. Irish immigrants already living in Scotland encouraged their family and friends to join them 12. any other valid reason.

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17.			<i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i>	4	Possible points of comparison may include: Overall – the sources agree about the impact of the Empire on Scotland.								
			Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.										
			A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark . A developed comparison of the points of detail or overall viewpoint should be awarded a second mark .										
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					<table><tr><th>Source A</th><th>Source B</th></tr><tr><td>Some Scots, like the Tennant family, made huge fortunes by selling their chemicals to other countries in the Empire.</td><td>Scottish families, such as the Tennants, made a lot of money by trading chemicals throughout the Empire.</td></tr><tr><td>Locomotives built in Scotland were exported to the Empire, which helped the industry boom.</td><td>Locomotives were sent to different parts of the Empire, which caused the industry to grow.</td></tr><tr><td>However, Scotland's economy became too reliant on exports as a result of trade with the Empire.</td><td>Scotland's success had a downside to the economy as the country depended too much on its export trade to the Empire.</td></tr></table>	Source A	Source B	Some Scots, like the Tennant family, made huge fortunes by selling their chemicals to other countries in the Empire.	Scottish families, such as the Tennants, made a lot of money by trading chemicals throughout the Empire.	Locomotives built in Scotland were exported to the Empire, which helped the industry boom.	Locomotives were sent to different parts of the Empire, which caused the industry to grow.	However, Scotland's economy became too reliant on exports as a result of trade with the Empire.	Scotland's success had a downside to the economy as the country depended too much on its export trade to the Empire.
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					9. some Italian immigrants worked in hairdressing and barbering 10. large numbers of Lithuanians worked in coal mines in Lanarkshire, for example, Coatbridge 11. Jewish immigrants ran department stores, for example, Goldbergs in Glasgow 12. any other valid point of significant omission.

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19.			<i>Candidates can be credited in a number of ways up to a maximum of 9 marks.</i> Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented. Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge. A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion. Up to 4 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows: • 1 mark for an introduction (which places the question in its historical context or outlines relevant factors) • 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors) • 1 mark for a conclusion with a valid judgement (or overall summary) • 1 mark for a reason in support of the judgement (a summary cannot be supported).	9	<table><tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr><tr><td>Government schemes</td><td>1. Empire Settlement Act 1922 provided funds for those who wanted to emigrate 2. assisted passage schemes were offered by colonial governments, for example, Australia and Canada</td></tr><tr><td>Charity assistance</td><td>3. assistance of charities to emigrate, for example, Barnardos, YMCA, British Women's Emigration Association</td></tr><tr><td>Attractions of new lands</td><td>4. the promise of cheap land 5. adverts for employment opportunities 6. letters of encouragement from relatives already abroad 7. climate perceived as better than that of Scotland</td></tr><tr><td>The Highland Clearances</td><td>8. some people were evicted from their homes 9. some landlords assisted tenants by paying for travel if they agreed to leave</td></tr><tr><td>Difficulties of earning a living</td><td>10. collapse of kelp industry meant many could no longer make a living</td></tr></table>	Possible factors:	Key points of knowledge to support this factor may include:	Government schemes	1. Empire Settlement Act 1922 provided funds for those who wanted to emigrate 2. assisted passage schemes were offered by colonial governments, for example, Australia and Canada	Charity assistance	3. assistance of charities to emigrate, for example, Barnardos, YMCA, British Women's Emigration Association	Attractions of new lands	4. the promise of cheap land 5. adverts for employment opportunities 6. letters of encouragement from relatives already abroad 7. climate perceived as better than that of Scotland	The Highland Clearances	8. some people were evicted from their homes 9. some landlords assisted tenants by paying for travel if they agreed to leave	Difficulties of earning a living	10. collapse of kelp industry meant many could no longer make a living
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					<table><tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr><tr><td></td><td>11. the industrial decline after the First World War prompted many to leave</td></tr><tr><td>Poor living standards</td><td>12. housing was often of poor quality</td></tr><tr><td>Other factors</td><td>13. any other valid point.</td></tr></table>	Possible factors:	Key points of knowledge to support this factor may include:		11. the industrial decline after the First World War prompted many to leave	Poor living standards	12. housing was often of poor quality	Other factors	13. any other valid point.
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20.			<i>Candidates can be credited in a number of ways up to a maximum of 4 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i> Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. 1 mark should be awarded for each accurate relevant key point of knowledge. A second mark should be awarded for each point that is developed, up to a maximum of 4 marks. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).	4	Possible points of knowledge may include: 1. Andrew Carnegie established the largest iron and steel company at the time in the USA 2. John Muir helped set up America's National Parks 3. John MacDonald became Canada's first Prime Minister, for example, set up schools to force assimilation of Indigenous children 4. Angus McMillan was responsible for the massacre at Warrigal Creek in Australia 5. George Stephen helped to establish the Canadian Pacific Railroad 6. Andrew Fisher was involved with the Labour Party in Australia, becoming Prime Minister 7. Lord Dalhousie's government policies in India caused resentment among the local population, for example, helped cause the Indian Mutiny 8. Margaret Burn set up the Otago Girls' High School, one of the first schools in New Zealand to provide secondary education for girls 9. any other valid point of knowledge.

Section 1 – Scottish contexts

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

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
21.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a number of points that make the issue plain or clear, for example, by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	6	Possible reasons may include: 1. Scots were encouraged to join by a wave of patriotism 2. Scotland had a proud military tradition of which many wanted to be a part 3. Pals battalions encouraged local men to join up together, for example, McCrae's Battalion 4. Scots wanted to leave behind difficult or boring jobs 5. unemployment encouraged many men to join up in search of a job 6. peer pressure from society pushed many men to join up 7. women encouraged men into service, for example, the white feather campaign 8. Scots responded to posters that made the army look exciting 9. Scots thought the War would be short and wanted to enlist quickly so they would not miss the fighting 10. Scots joined up from anger at stories of German aggression 11. Scots felt guilty at staying at home while peers went off to fight 12. any other valid reason.

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22.			<i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i> Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall. A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).	4	Possible points of comparison may include: Overall – the sources agree about the use of aircraft in the Great War. <table><tr><th>Source A</th><th>Source B</th></tr><tr><td>They were first used to spot enemy positions and troop movements.</td><td>Aircraft were used to scout and find out where enemy soldiers and guns were deployed.</td></tr><tr><td>Despite their use, aircraft often had to return to base because of engine and fuel trouble.</td><td>Aircraft could be unreliable owing to issues with engines and fuel supply.</td></tr><tr><td>By the end of the War, both sides had introduced fighter planes that tried to shoot down opposing aircraft.</td><td>Fighter aircraft were introduced that would hunt and destroy enemy planes.</td></tr></table>	Source A	Source B	They were first used to spot enemy positions and troop movements.	Aircraft were used to scout and find out where enemy soldiers and guns were deployed.	Despite their use, aircraft often had to return to base because of engine and fuel trouble.	Aircraft could be unreliable owing to issues with engines and fuel supply.	By the end of the War, both sides had introduced fighter planes that tried to shoot down opposing aircraft.	Fighter aircraft were introduced that would hunt and destroy enemy planes.
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					1. After the outbreak of war, more women took on employment in heavy industries like shipbuilding on the Clyde.	Women were allowed to do new jobs in industry.
					2. Women also took on new roles such as serving in the police at Gretna	Women were allowed to work in jobs like the police for the first time.
					3. With many men volunteering to fight, more women were forced to take full responsibility for their family and work.	Women increasingly both worked and looked after their family.
					4. In some cases, there was an increase in financial freedom, with women being free to choose how to spend their money.	Women enjoyed increased financial freedom.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: 5. Rural women took on greater responsibility for working on farms 6. women took on new roles in public transport, for example, trams 7. women enjoyed more social freedom, for example, going to pubs on their own 8. women enjoyed more sporting opportunities, for example, women from Beardmore works formed a football team 9. women's fashions became more practical, for example, looser fitting clothes and trousers 10. women became influential leaders of political groups and movements, for example, Mary Macarthur who was a trade unionist 11. any other valid point of significant omission.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
24.			<i>Candidates can be credited in a number of ways up to a maximum of 9 marks.</i> Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented. Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge. A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion. Up to 4 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows: • 1 mark for an introduction (which places the question in its historical context or outlines relevant factors) • 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors) • 1 mark for a conclusion with a valid judgement (or overall summary) • 1 mark for a reason in support of the judgement (a summary cannot be supported).	9	Possible factors:	Key points of knowledge to support this factor may include:
					Foreign competition	1. foreign coal mines could produce coal more cheaply meaning Scottish mines could not keep up 2. the development of jute mills abroad led to a decline of many Scottish mills, for example, jute production declined in Dundee 3. other countries had developed their ship building and could produce ships more cheaply, for example, Japan
					International trade slump	4. a decreased demand for international trade meant fewer merchant ships were built leading to a decline in shipbuilding
					End of wartime demand	5. the end of wartime demand led to a reduction in metalwork industries, for example, by 1928 more than half the furnaces in Scotland had shut down 6. an end to the need for sandbags contributed to the decline of jute manufacturing

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question										
					<table><tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr><tr><td></td><td>7. the Navy cancelled its orders after 1918 causing a decline in the ship building industry</td></tr><tr><td>Lack of innovation and investment</td><td>8. a lack of innovation meant that many industries were out of date after the War 9. the coal industry failed to mechanise and so became uncompetitive</td></tr><tr><td>Industrial relations</td><td>10. poor industrial relations led to strikes and lost workdays, limiting productivity</td></tr><tr><td>Other factors</td><td>11. any other valid point.</td></tr></table>	Possible factors:	Key points of knowledge to support this factor may include:		7. the Navy cancelled its orders after 1918 causing a decline in the ship building industry	Lack of innovation and investment	8. a lack of innovation meant that many industries were out of date after the War 9. the coal industry failed to mechanise and so became uncompetitive	Industrial relations	10. poor industrial relations led to strikes and lost workdays, limiting productivity	Other factors	11. any other valid point.
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
25.			<i>Candidates can be credited in a number of ways up to a maximum of 4 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i> Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order. 1 mark should be awarded for each accurate relevant key point of knowledge. A second mark should be awarded for each point that is developed, up to a maximum of 4 marks. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).	4	Possible points of knowledge may include: 1. community groups organised resistance to evictions and rising rents, for example, the Glasgow Women's Housing Association 2. some women developed warning signals for when bailiffs were approaching 3. many women attacked or harassed sheriff officers 4. many women refused to pay rent increases, for example, in 1915 20,000 tenants were refusing to pay increases 5. women organised protests at the hearings of small debt courts 6. the decision of landlords to prosecute women led to a wildcat strike from many shipyard workers 7. the government was forced to set up a parliamentary commission to resolve the issues of the rent strikes 8. some employers expressed support for rent strikers 9. any other valid point of knowledge.

Section 2 – British contexts

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

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
26.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a judgement about the extent to which the source provides a full explanation of a given event or development. Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided. Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement. Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement. A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.	6	Point identified in the source	Possible comment which shows the candidate has interpreted the key point(s)
					1. William had Norman administrators take over positions, which meant he had complete control over the government.	William used new government officials to establish control.
					2. William introduced a high level of taxation, which gave him more money to extend his power.	William used money collected through tax to increase his power.
					3. The northern border was secured when King Malcolm of Scotland recognised William as King of England at a meeting in 1072.	The Scottish King recognised William as King of England, which made William's position more secure.
					4. The construction of Motte and Bailey castles secured towns and allowed William to impose his authority over the people.	Castles were built so that William could control the people.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: 5. William seized land from Anglo-Saxon landowners and gave it to his followers increasing their loyalty to him 6. William gave land to his barons and they provided him with knights to fight in his army, for example, the feudal system 7. William replaced any religious leader who opposed him which meant no one questioned his authority 8. William dealt with rebellion severely which helped prevent future rebellions, for example, the harrying of the North 9. the Domesday Book gave William detailed information about his subjects which extended his control over his people 10. the Tower of London was built in the centre of the city as a symbol of his control 11. any other valid point of significant omission.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
27.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a number of points that make the issue plain or clear, for example, by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	6	Possible reasons may include: 1. Becket stated the Church should be independent from the monarchy which annoyed Henry 2. Becket resigned as Chancellor and Henry felt betrayed by his actions 3. Becket refused to limit the power of the Church by signing the Constitution of Clarendon which angered Henry 4. Henry forced Becket to sign the Constitution of Clarendon which angered Becket 5. Henry charged Becket with contempt of court and accused him of theft which angered Becket 6. Henry confiscated Becket's lands which humiliated him 7. Becket fled to France without royal permission which made Henry feel betrayed 8. Henry refused to give Becket the royal kiss when they met in France which humiliated Becket 9. Henry asked the Archbishop of York, instead of Becket, to crown his son which insulted Becket 10. any other valid reason.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
28.			<i>Candidates can be credited in a number of ways up to a maximum of 4 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i> Candidates must make a number of relevant, factual points. These do not have to be in any particular order. 1 mark should be awarded for each accurate relevant key point of knowledge. A second mark should be awarded for each point that is developed, up to a maximum of 4 marks. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).	4	Possible points of knowledge may include: 1. priests and monks took vows of obedience 2. priests performed ceremonies to celebrate people's lives, for example, feasts and blessings 3. priests performed sacraments at important times of people's lives, for example, baptism and marriage 4. priests performed Sunday services at church 5. monks ran sacred monasteries 6. monks provided care for the sick 7. monks taught boys how to read 8. monks copied important historical texts 9. any other valid point of knowledge.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
29.			<i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i> Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall. A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).	4	Possible points of comparison may include: Overall – the sources disagree about the importance of the Church in the feudal system. <table><tr><th>Source B</th><th>Source C</th></tr><tr><td>The feudal system ensured that the Church were consistently loyal to the monarch as it secured their position.</td><td>Despite this, many in the Church resented the feudal system as it could undermine their authority in favour of the monarch.</td></tr><tr><td>The Church embraced their military obligations and bishops were enthusiastic in inviting knights to their lands.</td><td>Church leaders were frustrated at having to give away their land to knights.</td></tr><tr><td>Lords and barons supported the Church’s role in the feudal system and the vast estates which the Church controlled.</td><td>The nobility often resented the Church’s wealth and influence gained as a result of their status as large landowners.</td></tr></table>	Source B	Source C	The feudal system ensured that the Church were consistently loyal to the monarch as it secured their position.	Despite this, many in the Church resented the feudal system as it could undermine their authority in favour of the monarch.	The Church embraced their military obligations and bishops were enthusiastic in inviting knights to their lands.	Church leaders were frustrated at having to give away their land to knights.	Lords and barons supported the Church’s role in the feudal system and the vast estates which the Church controlled.	The nobility often resented the Church’s wealth and influence gained as a result of their status as large landowners.
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question																		
30.			<i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i> Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source and make a comment which shows why this aspect makes the source more or less useful. A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing. A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source. A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.	5	Examples of aspects of the source and relevant comments: <table><tr><th>Aspect of the source</th><th>Possible comment</th></tr><tr><td>Author: modern historian</td><td>Useful as they are a well-informed expert about what happened during the Peasants’ Revolt.</td></tr><tr><td>Type of Source: textbook</td><td>Useful as it is likely to have been well-researched about the events of the Peasants’ Revolt.</td></tr><tr><td>Purpose: to inform</td><td>Useful as it is intended to provide detailed information about the events of the Peasants’ Revolt in 1381.</td></tr><tr><td>Timing: 2016</td><td>Useful as it has the benefit of hindsight.</td></tr></table> <table><tr><th>Content</th><th>Possible comment</th></tr><tr><td>When a tax collector arrived in a village in Essex the peasants refused to pay their poll tax.</td><td>Useful because it is accurate (the peasants did refuse to pay their poll tax to the taxman).</td></tr><tr><td>This opposition spread to surrounding villages in Kent and peasants started their march towards London.</td><td>Useful because it is accurate (the revolt did spread locally and the peasants marched to London).</td></tr><tr><td>The group of peasants was led by a man named Wat Tyler.</td><td>Useful because it is accurate (Wat Tyler led the peasants to London).</td></tr></table>	Aspect of the source	Possible comment	Author: modern historian	Useful as they are a well-informed expert about what happened during the Peasants’ Revolt.	Type of Source: textbook	Useful as it is likely to have been well-researched about the events of the Peasants’ Revolt.	Purpose: to inform	Useful as it is intended to provide detailed information about the events of the Peasants’ Revolt in 1381.	Timing: 2016	Useful as it has the benefit of hindsight.	Content	Possible comment	When a tax collector arrived in a village in Essex the peasants refused to pay their poll tax.	Useful because it is accurate (the peasants did refuse to pay their poll tax to the taxman).	This opposition spread to surrounding villages in Kent and peasants started their march towards London.	Useful because it is accurate (the revolt did spread locally and the peasants marched to London).	The group of peasants was led by a man named Wat Tyler.	Useful because it is accurate (Wat Tyler led the peasants to London).
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: 1. the peasant mob burned down buildings in London 2. King Richard retreated to the safety of the Tower of London 3. King Richard met the peasants at Mile End and agreed to their demands 4. Wat Tyler was killed 5. any other valid point of significant omission.

Section 2 – British contexts

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

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
31.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a judgement about the extent to which the source provides a full explanation of a given event or development. Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided. Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement. Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement. A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.	6		
					Point identified in the source	Possible comment which shows the candidate has interpreted the key point(s)
					1. The desire of King James VI and I to spend money without interference clashed with Parliament's need for control over finances.	James' and Parliament clashed over who should be in control of the country's money.
					2. Parliament did not want to give James money because they felt he was spending too much on treating his favourites.	Parliament did not want to give James more money because they felt he was spending too much.
					3. The marriage policy with Spain provoked opposition in Parliament, which feared a revival of Catholic influence.	Parliament was opposed to the marriage treaty with Spain due to the fear of a return of Catholic power.
					4. Also, James' money-raising methods, such as selling titles, led to further disputes with Parliament over revenue.	James tried to raise money through selling titles, which Parliament did not like.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: - James' belief in the Divine Right of Kings and his absolute power as a monarch offended Parliament - the appointment of two Arminian bishops to the Privy Council made Parliament suspicious that James had Catholic sympathies - James' selling of monopolies caused anger and resentment from Parliament - the failure of the Great Contract in 1610, where Parliament and King argued over finances, led to mutual distrust - Parliament objected to James interfering with parliamentary records, for example, the Protestation of 1621 any other valid point of significant omission.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
32.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a number of points that make the issue plain or clear, for example, by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	6	Possible reasons may include: 1. Parliament objected to Charles' belief in the Divine Right of Kings 2. Charles had chosen a Catholic wife which aroused suspicion among his Protestant countrymen 3. Charles appointed leading Arminian men into positions of power which Parliament did not approve of, for example, Laud, Montague 4. Charles favoured the high Anglican form of worship, while many of his subjects, particularly in Scotland, wanted simpler forms 5. Scots worried that the Act of Revocation (1625) would be used to make the Church wealthier, a practice associated with the Catholic Church 6. money raising methods of Charles I caused resentment, for example, Ship Money 7. there were objections to Charles' attempts to raise taxes for foreign wars 8. Charles was considered extravagant and Parliament accused him of wasting money, for example, coronation, favourites, paintings, clothes 9. Charles introduced taxes, which Parliament regarded as illegal making him unpopular 10. Charles refused to acknowledge Buckingham's failures which angered some in Parliament, for example, Cadiz 11. Charles dissolved Parliament as a way of managing opposition, which made him unpopular, for example, over Buckingham 12. any other valid reason.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
33.			<i>Candidates can be credited in a number of ways up to a maximum of 4 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i> Candidates must make a number of relevant, factual points. These do not have to be in any particular order. 1 mark should be awarded for each accurate relevant key point of knowledge. A second mark should be awarded for each point that is developed, up to a maximum of 4 marks. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).	4	Possible points of knowledge may include: 1. the Parliament of Scotland authorised attacks on royalist forces 2. cavalry units under Montrose crossed the River Tweed, followed by the rest of Leslie's army 3. Leslie's army bypassed Berwick and invaded England at Newcastle 4. the Scots reached Newcastle and decided to cross the Tyne at Newburn 5. the Battle of Newburn was fought and won by the Scots 6. the Scots occupied Northumberland and County Durham as the English retreated 7. the English army surrendered in September 8. any other valid point of knowledge.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
34.			<i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i> Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall. A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).	4	Possible points of comparison may include: Overall – the sources disagree about the attitudes towards the death of Buckingham. <table><tr><th>Source B</th><th>Source C</th></tr><tr><td>Buckingham’s death was celebrated by the public who thought he was incompetent.</td><td>When Buckingham died, it was widely believed by the people that his death was a major blow to the country.</td></tr><tr><td>To many in Parliament who were opposed to Buckingham, his assassination was welcomed.</td><td>Overall, some MPs in Parliament were saddened by his assassination.</td></tr><tr><td>Some believed his death would free the King from Buckingham’s damaging influence.</td><td>Nevertheless, some thought Buckingham’s death had served to further weaken king and country.</td></tr></table>	Source B	Source C	Buckingham’s death was celebrated by the public who thought he was incompetent.	When Buckingham died, it was widely believed by the people that his death was a major blow to the country.	To many in Parliament who were opposed to Buckingham, his assassination was welcomed.	Overall, some MPs in Parliament were saddened by his assassination.	Some believed his death would free the King from Buckingham’s damaging influence.	Nevertheless, some thought Buckingham’s death had served to further weaken king and country.
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question																		
35.			<i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i> Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source and make a comment which shows why this aspect makes the source more or less useful. A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing. A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source. A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.	5	Examples of aspects of the source and relevant comments: <table><tr><th>Aspect of the source</th><th>Possible comment</th></tr><tr><td>Author: modern historian</td><td>Useful as they would be a well-informed expert on the Irish Rebellion of 1641.</td></tr><tr><td>Type of Source: textbook</td><td>Useful as it would have been thoroughly researched on the Irish Rebellion.</td></tr><tr><td>Purpose: to inform</td><td>Useful as it is intended to give detailed information about the Rebellion.</td></tr><tr><td>Timing: 2017</td><td>Useful as it was written with the benefit of hindsight.</td></tr></table> <table><tr><th>Content</th><th>Possible comment</th></tr><tr><td>The rebellion began when the Catholic gentry gathered an army from the poorer Catholic population.</td><td>Useful because it is accurate (Irish Catholics rallied support from the poor Catholic population to start the attack).</td></tr><tr><td>The rebels began attacking Protestant settlers in Ulster and this resulted in widespread violence on both sides.</td><td>Useful because it is accurate (Irish Catholic rebels violently attacked Protestant settlers).</td></tr><tr><td>Many of the Ulster settlers were murdered, and some others were driven off the land.</td><td>Useful because it is accurate (murders and land seizures were a feature of the rebellion).</td></tr></table>	Aspect of the source	Possible comment	Author: modern historian	Useful as they would be a well-informed expert on the Irish Rebellion of 1641.	Type of Source: textbook	Useful as it would have been thoroughly researched on the Irish Rebellion.	Purpose: to inform	Useful as it is intended to give detailed information about the Rebellion.	Timing: 2017	Useful as it was written with the benefit of hindsight.	Content	Possible comment	The rebellion began when the Catholic gentry gathered an army from the poorer Catholic population.	Useful because it is accurate (Irish Catholics rallied support from the poor Catholic population to start the attack).	The rebels began attacking Protestant settlers in Ulster and this resulted in widespread violence on both sides.	Useful because it is accurate (Irish Catholic rebels violently attacked Protestant settlers).	Many of the Ulster settlers were murdered, and some others were driven off the land.	Useful because it is accurate (murders and land seizures were a feature of the rebellion).
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: 1. key towns and castles in Ulster were besieged and captured, for example, towns like Derry/Londonderry and Enniskillen 2. English forces and Scottish Covenanters were brought in to suppress the rebels 3. Protestant militias also carried out violent reprisals 4. by the end of 1641, Catholic rebels had captured large amounts of territory in Leinster, Munster, and parts of Connacht 5. any other valid point of significant omission.

Section 2 – British contexts

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

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
36.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a judgement about the extent to which the source provides a full explanation of a given event or development. Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided. Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement. Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement. A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.	6	Point identified in the source	Possible comment which shows the candidate has interpreted the key point(s)
					1. Many argue that Europeans trading weapons meant more warfare in West Africa.	More weapons in Africa led to an increase in violence.
					2. However, other cultures were lost as they were taken over by their rivals.	Some cultural traditions were lost.
					3. Many Africans were killed during conflicts over enslavement.	Wars caused by enslavement led to the deaths of many Africans.
					4. In addition, millions of people's homes were destroyed during these wars.	Homes were damaged or lost as part of these conflicts.
					Possible points of significant omission may include: 5. enslavement lowered Africa's population as millions of Africans were taken away 6. kidnapping younger Africans meant there were fewer fit workers to grow food 7. farming declined due to fears over safety 8. traditional tribal crafts declined owing to European imports	

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					9. many African nations lost their history owing to the disruption caused by the trade in enslaved Africans 10. diseases spread more easily due to increased population movement across Africa 11. any other valid point of significant omission.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
37.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a number of points that make the issue plain or clear, for example, by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	6	Possible reasons may include: 1. merchants in cities became richer by selling products from the Caribbean trade, for example, tobacco 2. profits from selling Caribbean products were used to fund other industries in Britain 3. there was an increase in jobs to build or repair 'slave ships', for example, Liverpool 4. there was a growth in textile industries, for example, cotton in Manchester 5. unemployment was reduced as many people found jobs outside of Britain in the Caribbean trade 6. the British government received more tax money from the sale of products grown by enslaved Africans 7. Britain's banking industry grew in support of the expansion of the Caribbean trade, for example, Barclays 8. Britain's insurance industry developed to help the supply of the Caribbean trade, for example, Lloyds 9. British businesses benefited from goods produced in the Caribbean trade, for example, coffee houses 10. jobs were created in Britain producing manufactured goods to support the Caribbean trade 11. cities like Bristol saw an increase in sugar refineries using sugar that had been grown by enslaved Africans 12. Britain's building trade benefited from extra investment through the development of cities, for example, London and Glasgow 13. any other valid reason.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
38.			<i>Candidates can be credited in a number of ways up to a maximum of 4 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i> Candidates must make a number of relevant, factual points. These do not have to be in any particular order. 1 mark should be awarded for each accurate relevant key point of knowledge. A second mark should be awarded for each point that is developed, up to a maximum of 4 marks. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).	4	Possible points of knowledge may include: 1. enslaved Africans were forced to work very long hours 2. enslaved Africans were often only given one main break each day 3. enslaved Africans had to work in extreme heat 4. enslaved Africans from a young age were forced to work 5. enslaved Africans were under the control of an overseer when they went to work in the fields 6. enslaved Africans faced constant punishments, for example, if they were believed not to be working hard enough 7. many enslaved Africans became injured while working, for example, burns in the sugar boiling house 8. enslaved Africans worked as domestic servants 9. any other valid point of knowledge.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
39.			<i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i> Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall. A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).	4	Possible points of comparison may include: Overall – the sources disagree about enslaved Africans’ attempts to gain their freedom. <table><tr><th>Source B</th><th>Source C</th></tr><tr><td>For many, the risk of punishment for escaping was worthwhile if they had the chance of winning freedom.</td><td>Many enslaved Africans were too scared to run away in case they faced harsh punishment.</td></tr><tr><td>Families would try to flee together as staying united gave them a better chance of surviving.</td><td>Many families chose to split up and escape individually to increase their chances of success.</td></tr><tr><td>Some Africans who did escape managed to live the rest of their lives free from the plantations.</td><td>Although some enslaved people ran away, they often did not manage to stay free because they were captured and returned to the plantations.</td></tr></table>	Source B	Source C	For many, the risk of punishment for escaping was worthwhile if they had the chance of winning freedom.	Many enslaved Africans were too scared to run away in case they faced harsh punishment.	Families would try to flee together as staying united gave them a better chance of surviving.	Many families chose to split up and escape individually to increase their chances of success.	Some Africans who did escape managed to live the rest of their lives free from the plantations.	Although some enslaved people ran away, they often did not manage to stay free because they were captured and returned to the plantations.
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question																		
40.			<i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i> Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source and make a comment which shows why this aspect makes the source more or less useful. A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing. A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source. A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.	5	Examples of aspects of the source and relevant comments: <table><tr><th>Aspect of the source</th><th>Possible comment</th></tr><tr><td>Author: modern historian</td><td>Useful as they would be a well-informed expert on the role of Wilberforce.</td></tr><tr><td>Type of Source: textbook</td><td>Useful as the role of Wilberforce would have been well-researched.</td></tr><tr><td>Purpose: to inform</td><td>Useful as it is intended to give detailed information about Wilberforce’s role in ending the trade in enslaved Africans.</td></tr><tr><td>Timing: 2009</td><td>Useful as it was written with the benefit of hindsight.</td></tr></table> <table><tr><th>Content</th><th>Possible comment</th></tr><tr><td>Wilberforce spoke at different public meetings, protesting against the treatment of Africans.</td><td>Useful because this is accurate (Wilberforce did give speeches at public meetings).</td></tr><tr><td>He also helped publicise petitions against enslavement.</td><td>Useful because this is accurate (Wilberforce did help raise awareness of petitions against enslavement).</td></tr><tr><td>However, Wilberforce was not intimidated, and he continued to work with members of ‘anti-slavery’ campaign groups.</td><td>Useful because this is accurate (Wilberforce did work with people who were part of groups which campaigned against enslavement).</td></tr></table>	Aspect of the source	Possible comment	Author: modern historian	Useful as they would be a well-informed expert on the role of Wilberforce.	Type of Source: textbook	Useful as the role of Wilberforce would have been well-researched.	Purpose: to inform	Useful as it is intended to give detailed information about Wilberforce’s role in ending the trade in enslaved Africans.	Timing: 2009	Useful as it was written with the benefit of hindsight.	Content	Possible comment	Wilberforce spoke at different public meetings, protesting against the treatment of Africans.	Useful because this is accurate (Wilberforce did give speeches at public meetings).	He also helped publicise petitions against enslavement.	Useful because this is accurate (Wilberforce did help raise awareness of petitions against enslavement).	However, Wilberforce was not intimidated, and he continued to work with members of ‘anti-slavery’ campaign groups.	Useful because this is accurate (Wilberforce did work with people who were part of groups which campaigned against enslavement).
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: 1. Wilberforce introduced various bills to end the trade in enslaved Africans 2. he gave several speeches in Parliament urging an end to the trade in enslaved Africans 3. Wilberforce spoke to other MPs to persuade them to end the trade in enslaved Africans, for example, Prime Minister Pitt 4. he wrote a book ('A Letter on the Abolition of the Slave Trade') arguing against the trade in enslaved Africans 5. any other valid point of significant omission.

Section 2 – British contexts

PART D – Changing Britain, 1760-1914

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
41.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a judgement about the extent to which the source provides a full explanation of a given event or development. Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided. Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement. Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement. A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.	6		Possible comment which shows the candidate has interpreted the key point(s)
					1. Housing was usually built privately, so there was a lack of planning.	Housing was not well planned by private builders.
					2. Houses were crammed full of occupants, all paying high prices for poor quality slums.	Overcrowded housing exacerbated poor housing standards.
					3. Whole families would often live in one room, spreading diseases such as typhus, tuberculosis and cholera.	Families were often forced to live together which meant that disease spread easily.
					4. Many had moved to the cities from the countryside in search of a better way of life, which put further pressure on housing availability.	There was a lack of housing availability due to increasing numbers of people moving into the cities.
					Possible points of significant omission may include: 5. houses often lacked a clean water supply 6. families often did not have running water in their homes which meant that it was hard to keep clean	

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					7. houses were poorly ventilated which led to damp 8. houses were very poorly constructed, for example, they were built close together which contributed to poor conditions 9. houses were built near to factories which caused high levels of pollution 10. lack of waste disposal contributed to poor sanitation throughout the cities 11. any other valid point of significant omission.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
42.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a number of points that make the issue plain or clear, for example, by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	6	Possible reasons may include: 1. children under the age of 9 were not allowed to work in the factories which improved children's safety 2. reduced working hours for children meant they were less tired, for example, children aged 9-13 to work no more than 9 hours per day 3. improved ventilation reduced health issues and risk of accidental fires 4. inspectors were appointed to assess safety in the textile factories, for example, 4 paid inspectors by 1833 5. limited working hours for women which reduced risk of exhaustion from working 6. safety precautions were implemented for equipment which helped reduce accidents, for example, machines could not be repaired when moving 7. factory owners could be punished if safety precautions were not taken with equipment, for example, all dangerous machinery was to be fenced off 8. factory buildings had to be kept clean and well-maintained which promoted healthier working conditions 9. any other valid reason.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
43.			<i>Candidates can be credited in a number of ways up to a maximum of 4 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i> Candidates must make a number of relevant, factual points. These do not have to be in any particular order. 1 mark should be awarded for each accurate relevant key point of knowledge. A second mark should be awarded for each point that is developed, up to a maximum of 4 marks. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).	4	Possible points of knowledge may include: 1. railways were first introduced to move coal into industrial towns and cities 2. carts and wagons were first pulled by horses on wooden rails 3. invention of Stephenson's 'Rocket' introduced steam locomotives 4. locomotives became bigger and heavier so could carry larger loads across the country 5. the Stockton to Darlington line was the first public railway line in Britain 6. the Liverpool to Manchester line was the first inter-city railway line 7. railway network expanded during by the 1840s, for example, 'Railway Mania' 8. the railways were built by navvies 9. the building of the railways caused changes to the landscape, for example, bridges had to be built 10. any other valid point of knowledge.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
44.			<i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i> Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall. A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).	4	Possible points of comparison may include: Overall – the sources disagree about the impact of the railways on society and the economy. <table><tr><th>Source B</th><th>Source C</th></tr><tr><td>The growth of the railways meant more families could afford day trips and holidays to the seaside.</td><td>Families found that the cost of railway travel was still very expensive, and they could not afford holidays.</td></tr><tr><td>Many landowners benefited as land that they owned near the railways became more desirable and so was worth more money.</td><td>Landlords claimed that their beautiful estates were damaged by the railways, which meant that their land was less valuable.</td></tr><tr><td>Farmers were also able to sell their produce for better profits as fresh food could be transported more quickly.</td><td>Also, when trains did not run on time, farmers' profits were reduced because fresh fruit and vegetables went rotten.</td></tr></table>	Source B	Source C	The growth of the railways meant more families could afford day trips and holidays to the seaside.	Families found that the cost of railway travel was still very expensive, and they could not afford holidays.	Many landowners benefited as land that they owned near the railways became more desirable and so was worth more money.	Landlords claimed that their beautiful estates were damaged by the railways, which meant that their land was less valuable.	Farmers were also able to sell their produce for better profits as fresh food could be transported more quickly.	Also, when trains did not run on time, farmers' profits were reduced because fresh fruit and vegetables went rotten.
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question																		
45.			<i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i> Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source and make a comment which shows why this aspect makes the source more or less useful. A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing. A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source. A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.	5	Examples of aspects of the source and relevant comments: <table><tr><th>Aspect of the source</th><th>Possible comment</th></tr><tr><td>Author: modern historian</td><td>Useful as they will be a well-informed expert on Chartism.</td></tr><tr><td>Type of Source: textbook</td><td>Useful as it will have been well-researched about Chartism.</td></tr><tr><td>Purpose: to inform</td><td>Useful as it provides a detailed account of Chartism.</td></tr><tr><td>Timing: 2015</td><td>Useful as it was written with the benefit of hindsight.</td></tr></table> <table><tr><th>Content</th><th>Possible comment</th></tr><tr><td>However, a group known as the Chartists wanted the vote to be extended to more of the working class.</td><td>Useful because it is accurate (the Chartists did want more working class men to be given the vote).</td></tr><tr><td>The Chartists believed that securing the vote would be the only way to improve the working and living conditions of the working classes.</td><td>Useful because it is accurate (the Chartists did believe that getting the vote would help the working classes to improve their conditions).</td></tr><tr><td>The Chartists put forward ‘The Six Points of the People’s Charter’ to Parliament and demanded a more democratic system of voting.</td><td>Useful because it is accurate (the Chartists did present proposals to Parliament).</td></tr></table>	Aspect of the source	Possible comment	Author: modern historian	Useful as they will be a well-informed expert on Chartism.	Type of Source: textbook	Useful as it will have been well-researched about Chartism.	Purpose: to inform	Useful as it provides a detailed account of Chartism.	Timing: 2015	Useful as it was written with the benefit of hindsight.	Content	Possible comment	However, a group known as the Chartists wanted the vote to be extended to more of the working class.	Useful because it is accurate (the Chartists did want more working class men to be given the vote).	The Chartists believed that securing the vote would be the only way to improve the working and living conditions of the working classes.	Useful because it is accurate (the Chartists did believe that getting the vote would help the working classes to improve their conditions).	The Chartists put forward ‘The Six Points of the People’s Charter’ to Parliament and demanded a more democratic system of voting.	Useful because it is accurate (the Chartists did present proposals to Parliament).
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: 1. Chartists put forward petitions to Parliament which were rejected (3 in total) 2. leadership of the Chartists was divided, for example, between 'Moral' force of Lovett and 'Physical' force of O'Connor 3. Chartism failed to achieve its aims 4. Chartists inspired workers to campaign for better conditions through other methods, for example, joining trade unions 5. any other valid point of significant omission.

Section 2 – British contexts

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

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
46.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a judgement about the extent to which the source provides a full explanation of a given event or development. Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided. Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement. Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement. A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.	6		
					Point identified in the source	Possible comment which shows the candidate has interpreted the key
					1. Laissez-faire opinions were challenged as the investigations of Booth and Rowntree highlighted that poverty was widespread across Britain.	The work of Booth and Rowntree helped change views on poverty by showing how extensive it was.
					2. Reports into the Poor Law and unemployment also highlighted the extent of poverty, which further shocked some politicians.	Politicians were surprised by further investigations into poverty which reflected high levels of destitution.
					3. The 'New Liberals' also helped encourage support for state intervention as more help was needed to provide for the poor.	Some members of the Liberal Party understood that more support was needed to help the poor and inspired others.
					4. Work published by authors like Charles Dickens also fuelled middle-class guilt over the conditions of poverty.	Publications by authors like Charles Dickens meant that many felt concerned at the high levels of poverty in Britain.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: 5. reports also revealed multiple causes of poverty, challenging the idea that this was the fault of the individual 6. fears over national efficiency caused more concern for the poor as a strong, healthy workforce would be needed in the future 7. countries such as Germany had introduced welfare reforms for the poor which changed Government views as Britain did not want to fall behind their competitors 8. organisations encouraged publicity which drew further attention to the problem of poverty which helped change attitudes, for example, Women's Cooperative Guild 9. increased awareness of social issues, for example, disease and poor diet, made many more sympathetic towards the problems of the poor 10. any other valid point of significant omission.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
47.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a number of points that make the issue plain or clear, for example, by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	6	Possible reasons may include: 1. provision of school meals meant that children would receive one meal per day which helped improve quality of life 2. medical inspections helped identify health issues and notified parents to seek treatment 3. medical treatment was eventually introduced (in 1912) which was a step towards improving children's health 4. Children's Charter meant that children's welfare was protected, for example, children were no longer sent to adult prisons 5. age restrictions were placed on certain items for sale, for example, fireworks, which helped protect children's safety 6. old age pensions created a safety net against poverty for the elderly 7. pensions meant that the elderly could avoid the stigma of the workhouse if they were at risk of poverty 8. labour exchanges were set up for the unemployed which helped them find work and avoid falling into poverty 9. national insurance provided benefits for insured workers which helped them stay out of poverty, for example, if they were sick or injured 10. additional benefits were provided for insured workers which provided additional support, for example, free medical treatment, maternity benefits 11. any other valid reason.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
48.			<i>Candidates can be credited in a number of ways up to a maximum of 4 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i> Candidates must make a number of relevant, factual points. These do not have to be in any particular order. 1 mark should be awarded for each accurate relevant key point of knowledge. A second mark should be awarded for each point that is developed, up to a maximum of 4 marks. Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).	4	Possible points of knowledge may include: 1. the 'Five Giants' were identified as the biggest challenges facing British society 2. poverty (Want) was a concern as many people were still falling below the poverty line 3. lack of proper healthcare (Disease) 4. lower levels of education for children (Ignorance) 5. insufficient funding for primary/secondary schools 6. poor housing (Squalor) was an issue, for example, overcrowding 7. lack of housing due to bombing during World War II 8. unemployment levels were a concern (Idleness) 9. any other valid point of knowledge.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
49.			<i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i> Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall. A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark. Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).	4	Possible points of comparison may include: Overall – the sources disagree about the impact of wartime experiences on attitudes to poverty.								
					<table><tr><th>Source B</th><th>Source C</th></tr><tr><td>World War II brought together soldiers from all backgrounds, which helped create a better understanding of poverty back home.</td><td>Officers, often from privileged backgrounds, rarely mixed with working class recruits which limited shared experiences and understanding of poverty.</td></tr><tr><td>Air raids forced people from different social classes to shelter together, increasing awareness of poverty.</td><td>The wealthy often had their own air raid shelters, so were often unaware of the problems of the poor.</td></tr><tr><td>Rich or poor, everyone had the same access to food, which established more common ground and increased understanding of those in need.</td><td>Access to food also created further divisions as the rich could sometimes buy additional items for their families and were not restricted by rationing.</td></tr></table>	Source B	Source C	World War II brought together soldiers from all backgrounds, which helped create a better understanding of poverty back home.	Officers, often from privileged backgrounds, rarely mixed with working class recruits which limited shared experiences and understanding of poverty.	Air raids forced people from different social classes to shelter together, increasing awareness of poverty.	The wealthy often had their own air raid shelters, so were often unaware of the problems of the poor.	Rich or poor, everyone had the same access to food, which established more common ground and increased understanding of those in need.	Access to food also created further divisions as the rich could sometimes buy additional items for their families and were not restricted by rationing.
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Rich or poor, everyone had the same access to food, which established more common ground and increased understanding of those in need.	Access to food also created further divisions as the rich could sometimes buy additional items for their families and were not restricted by rationing.												

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50.			<i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i> Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source and make a comment which shows why this aspect makes the source more or less useful. A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing. A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source. A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.	5	Examples of aspects of the source and relevant comments: <table><tr><th>Aspect of the source</th><th>Possible comment</th></tr><tr><td>Author: modern historian</td><td>Useful as they are a well-informed expert on nationalisation and employment.</td></tr><tr><td>Type of Source: textbook</td><td>Useful as it will have been well-researched about nationalisation and employment.</td></tr><tr><td>Purpose: to inform</td><td>Useful as it has been written to give detailed information about nationalisation and employment.</td></tr><tr><td>Timing: 2008</td><td>Useful as it was written with the benefit of hindsight.</td></tr></table> <table><tr><th>Content</th><th>Possible comment</th></tr><tr><td>After the war, a priority for the Labour Government became the nationalisation of key industries, which meant that they were brought under the control of the government.</td><td>Useful because it is accurate (industries were nationalised by the Labour government).</td></tr><tr><td>Company owners and shareholders were paid compensation for their losses.</td><td>Useful because it is accurate (private owners did receive financial payments).</td></tr></table>	Aspect of the source	Possible comment	Author: modern historian	Useful as they are a well-informed expert on nationalisation and employment.	Type of Source: textbook	Useful as it will have been well-researched about nationalisation and employment.	Purpose: to inform	Useful as it has been written to give detailed information about nationalisation and employment.	Timing: 2008	Useful as it was written with the benefit of hindsight.	Content	Possible comment	After the war, a priority for the Labour Government became the nationalisation of key industries, which meant that they were brought under the control of the government.	Useful because it is accurate (industries were nationalised by the Labour government).	Company owners and shareholders were paid compensation for their losses.	Useful because it is accurate (private owners did receive financial payments).
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question					
					<table><tr><th>Content</th><th>Possible comment</th></tr><tr><td>Over time, tax money was used to support these industries which helped the government maintain greater control over the economy and employment.</td><td>Useful because it is accurate (tax money was used by the government to support industry during times of need).</td></tr></table>	Content	Possible comment	Over time, tax money was used to support these industries which helped the government maintain greater control over the economy and employment.	Useful because it is accurate (tax money was used by the government to support industry during times of need).	Possible points of significant omission may include: 1. Labour was successful in maintaining high levels of employment after World War II 2. Labour nationalised several key industries, for example, electricity and the railways 3. Labour created more jobs through the building of schools and hospitals 4. nationalisation did not always improve conditions for workers, for example, wages 5. any other valid point of significant omission.
Content	Possible comment									
Over time, tax money was used to support these industries which helped the government maintain greater control over the economy and employment.	Useful because it is accurate (tax money was used by the government to support industry during times of need).									

Section 3 – European and world contexts

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

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
51.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a number of points that make the issue plain or clear, for example, by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	6	Possible reasons may include: 1. they provided defence and protection from attacks keeping lords and people safe 2. they were important centres of administration allowing lords to control the surrounding land 3. they acted as military strongholds allowing lords to project their power 4. they were important entertainment centres making them the centre of social life in a region 5. they were important economic centres able to sell and store goods 6. they were the centre of legal power allowing lords to enforce local laws 7. they were a symbol of legitimacy reinforcing the idea of a lord's power 8. they were often built near religious sites and included religious buildings supporting a lord's right to rule 9. castles were able to store food allowing those living there to survive a siege 10. they acted as a residence for noble guests allowing lords to display their social status 11. any other valid reason.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
52.			<i>Candidates can be credited in a number of ways up to a maximum of 9 marks.</i> Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented. Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge. A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion. Up to 4 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows: • 1 mark for an introduction (which places the question in its historical context or outlines relevant factors) • 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors) • 1 mark for a conclusion with a valid judgement (or overall summary) • 1 mark for a reason in support of the judgement (a summary cannot be supported).	9	Possible factors:	Key points of knowledge to support this factor may include:
					Strengths of Crusaders	1. the Crusaders were united by religious zeal meaning they were motivated and determined 2. the Crusader armies were well led by experienced knights, leading to success in the campaign 3. the Crusaders were skilled in siege warfare allowing them to capture important cities, for example, Antioch and Jerusalem
					Division among opponents	4. Muslim armies were not united and did not work together to fight the Crusaders 5. Muslim lands were poorly defended allowing Crusaders to make quick gains 6. Muslim rulers often had political disagreements and competed for power, weakening the Muslim defence

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
					<table><tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr><tr><td>Support for the First Crusade</td><td>7. the Pope supported the Crusade encouraging many to join 8. the Pope promised religious absolution from sins, motivating Crusaders 9. European kings provided resources and money ensuring the Crusade was well equipped 10. Eastern Christians initially supported the Crusader armies in the Holy Land making sure they had enough supplies</td></tr><tr><td>Tactics</td><td>11. the Crusaders advanced rapidly not giving Muslims enough time to resist</td></tr><tr><td>Other factors</td><td>12. any other valid point.</td></tr></table>	Possible factors:	Key points of knowledge to support this factor may include:	Support for the First Crusade	7. the Pope supported the Crusade encouraging many to join 8. the Pope promised religious absolution from sins, motivating Crusaders 9. European kings provided resources and money ensuring the Crusade was well equipped 10. Eastern Christians initially supported the Crusader armies in the Holy Land making sure they had enough supplies	Tactics	11. the Crusaders advanced rapidly not giving Muslims enough time to resist	Other factors	12. any other valid point.
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question																		
53.			<i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i> Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source and make a comment which shows why this aspect makes the source more or less useful. A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing. A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source. A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.	5	Examples of aspects of the source and relevant comments: <table><tr><th>Aspect of the source</th><th>Possible comment</th></tr><tr><td>Author: a Christian</td><td>Useful as they would have insight into Christian accounts of the battle of Hattin.</td></tr><tr><td>Type of Source: chronicle</td><td>Useful as it provides a detailed account of the events of the battle of Hattin.</td></tr><tr><td>Purpose: to inform</td><td>Useful as it shows events from the Christian perspective on the Battle of Hattin.</td></tr><tr><td>Timing: 1187</td><td>Useful as it was written at the time of the Battle of Hattin.</td></tr></table> <table><tr><th>Content</th><th>Possible comment</th></tr><tr><td>The Christians were attacked by the Muslims as they left to help with the relief of Tiberias.</td><td>Useful because it is accurate (the Crusaders were attacked as they marched to the aid of Tiberias).</td></tr><tr><td>As soon as the Crusader army no longer had access to water, Saladin ordered his archers to attack them from morning to midday.</td><td>Useful because it is accurate (when the Crusaders left the water source they were attacked by Saladin).</td></tr><tr><td>Saladin set fires so that the Christians could not go on to reach water.</td><td>Useful because it is accurate (Saladin set fires to prevent Crusader access to water).</td></tr></table>	Aspect of the source	Possible comment	Author: a Christian	Useful as they would have insight into Christian accounts of the battle of Hattin.	Type of Source: chronicle	Useful as it provides a detailed account of the events of the battle of Hattin.	Purpose: to inform	Useful as it shows events from the Christian perspective on the Battle of Hattin.	Timing: 1187	Useful as it was written at the time of the Battle of Hattin.	Content	Possible comment	The Christians were attacked by the Muslims as they left to help with the relief of Tiberias.	Useful because it is accurate (the Crusaders were attacked as they marched to the aid of Tiberias).	As soon as the Crusader army no longer had access to water, Saladin ordered his archers to attack them from morning to midday.	Useful because it is accurate (when the Crusaders left the water source they were attacked by Saladin).	Saladin set fires so that the Christians could not go on to reach water.	Useful because it is accurate (Saladin set fires to prevent Crusader access to water).
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: 1. Saladin's army trapped the Crusaders at Hattin 2. the Crusaders attacked the Muslim lines several times but could not break out 3. the Crusader army was destroyed 4. Saladin spared the life of King Guy and several Christian lords 5. any other valid point of significant omission.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question										
54.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a judgement about the extent to which the source provides a full description of a given event or development. Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided. Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement. Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement. A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.	6	<table><tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr><tr><td>1. Richard had brought 25 galleys and set up a tight naval blockade, starving the city close to surrender.</td><td>Richard’s naval blockade weakened the defenders of Acre.</td></tr><tr><td>2. Richard’s ships captured Muslim money and equipment that he used to strengthen his army.</td><td>Richard’s forces seized equipment that they used to strengthen their army.</td></tr><tr><td>3. He quickly got the Crusaders to build siege weapons to bring down the walls of Acre.</td><td>Richard directed Crusaders to build effective siege engines.</td></tr><tr><td>4. Richard went on to personally lead the attack which eventually defeated the Muslims at the Battle of Arsuf.</td><td>Richard led the defeat of the Muslims at Arsuf in person.</td></tr></table> Possible points of significant omission may include: 5. Richard secured the existence of the Crusader states 6. Richard managed to reach the holy city of Jerusalem 7. Richard conquered Cyprus in 1191 8. Richard won key battles against Saladin, for example, the capture of Jaffa in 1191 9. any other valid point of significant omission.	Point identified in the source	Possible comment which shows the candidate has interpreted the key point(s)	1. Richard had brought 25 galleys and set up a tight naval blockade, starving the city close to surrender.	Richard’s naval blockade weakened the defenders of Acre.	2. Richard’s ships captured Muslim money and equipment that he used to strengthen his army.	Richard’s forces seized equipment that they used to strengthen their army.	3. He quickly got the Crusaders to build siege weapons to bring down the walls of Acre.	Richard directed Crusaders to build effective siege engines.	4. Richard went on to personally lead the attack which eventually defeated the Muslims at the Battle of Arsuf.	Richard led the defeat of the Muslims at Arsuf in person.
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Section 3 – European and world contexts

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

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
55.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a number of points that make the issue plain or clear, for example, by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	6	Possible reasons may include: 1. anti-smuggling laws were resented by colonists as some lost income 2. Sugar Act had a negative impact on the economy by reducing trade 3. Currency Act banned colonial paper money which threatened some colonists with financial ruin 4. Stamp Act angered many, including lawyers, who argued they should not be taxed by a body in which they were not represented 5. some colonists felt their citizenship rights were threatened by the Declaratory Act 6. Quartering Act was unpopular as responsibility for housing troops fell on the colonists 7. Townshend duties were seen as a threat to colonial government and violated principle of ‘no taxation without representation’ 8. Tea Act was seen as another attempt to destroy colonists’ independence, increasing tension further 9. colonists felt the Intolerable Acts took away their freedoms 10. colonists felt the Proclamation of 1763 prevented colonists from settling beyond the Appalachian Mountains, which was resented 11. any other valid reason.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
56.			<i>Candidates can be credited in a number of ways up to a maximum of 9 marks.</i> Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented. Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark awarded for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge. A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion. Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows: • 1 mark for an introduction (which places the question in its historical context or outlines relevant factors) • 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors) • 1 mark for a conclusion with a valid judgement (or overall summary) • 1 mark for a reason in support of the judgement (a summary cannot be supported).	9	Possible factors:	Key points of knowledge to support this factor may include:
					Arguments of Tom Paine	1. he used quotes from the Bible to support his arguments, which helped convince some British readers 2. his criticisms of the monarchy and calls for a republic won support from British radicals 3. he used plain language and avoided political jargon, making his arguments more convincing
					Political concerns	4. government action was seen as a threat to liberty by some opposition Members of Parliament 5. American demands for reform were supported by those in Britain who also wanted reform at home 6. some British politicians defended the colonists' complaints of using taxation to raise money for spending in Britain, for example, Edmund Burke
					Economic concerns	7. disputes over duties reduced trade with the colonies, which frustrated some British merchants

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
					<table><tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr><tr><td></td><td>8. some merchants supported America because of their own trading interests</td></tr><tr><td>Religious concerns</td><td>9. some religious leaders believed it was a Christian duty to oppose an overbearing government 10.some religious leaders saw it as an opportunity to reduce the power of the Church of England by separating Church and state</td></tr><tr><td>Other factors</td><td>11.any other valid point.</td></tr></table>	Possible factors:	Key points of knowledge to support this factor may include:		8. some merchants supported America because of their own trading interests	Religious concerns	9. some religious leaders believed it was a Christian duty to oppose an overbearing government 10.some religious leaders saw it as an opportunity to reduce the power of the Church of England by separating Church and state	Other factors	11.any other valid point.
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question					
					<table><tr><th>Content</th><th>Possible comment</th></tr><tr><td>Great numbers of the militia have deserted their posts leaving us below strength.</td><td>Useful because it is accurate (militia units were unreliable, weakening armies).</td></tr></table>	Content	Possible comment	Great numbers of the militia have deserted their posts leaving us below strength.	Useful because it is accurate (militia units were unreliable, weakening armies).	Possible points of significant omission may include: 1. Continental Army was consistently short on arms, ammunition and other vital supplies 2. food rations were unpredictable 3. soldiers had to suffer extreme weather, for example, Valley Forge 4. many soldiers were not paid for long periods of time 5. any other valid point of significant omission.
Content	Possible comment									
Great numbers of the militia have deserted their posts leaving us below strength.	Useful because it is accurate (militia units were unreliable, weakening armies).									

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question											
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Point identified in the source	Possible comment which shows the candidate has interpreted the key point(s)															
1. Washington's joint force of 16,000 French and American men arrived in September and laid siege to the town.	A joint army of French and American soldiers laid siege to Yorktown under Washington's orders.															
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Section 3 – European and world contexts

PART C – USA, 1850-1880

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
59.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a number of points that make the issue plain or clear, for example, by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	6	Possible reasons may include: - rough terrain made it hard to travel and often required special equipment - crossing large features like rivers or mountains was dangerous and could lead to injury or death - settlers faced harsh weather conditions that made the route more treacherous - settlers could only carry limited supplies, so risked running out of food or water - settlers risked violence from Indigenous Americans - settlers risked outbreaks of disease, for example, cholera, dysentery, or smallpox - settlers relied on limited transport options like slow moving wagons - wagon wheels could break leaving settlers stranded - settlers faced dangers from attacks by wild animals - there was a lack of maps and navigation tools making it easy for settlers to get lost - settlers' finances limited what they could take with them meaning they were often short of basic resources any other valid reason.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
60.			<i>Candidates can be credited in a number of ways up to a maximum of 9 marks.</i> Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented. Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge. A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion. Up to 4 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows: • 1 mark for an introduction (which places the question in its historical context or outlines relevant factors) • 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors) • 1 mark for a conclusion with a valid judgement (or overall summary) • 1 mark for a reason in support of the judgement (a summary cannot be supported).	9	Possible factors:	Key points of knowledge to support this factor may include:
					The election of Abraham Lincoln	1. Southerners were worried Lincoln would abolish enslavement, leading to secession and war 2. Southerners felt threatened by some of the election promises of the Republican Party 3. the election of a Northern Republican made some Southerners feel they were losing political control
					Enslavement	4. the North and South disagreed about the use of enslaved labour, causing tension 5. tensions arose when deciding if new territories would use labour of enslaved people 6. abolitionists caused tension in their attacks on the South, for example, John Brown's raid on Harpers Ferry 7. Kansas-Nebraska increased tensions in the 1850s 8. the Fugitive Slave Act increased tension in the North about enslavement

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
					<table><tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr><tr><td>Sectional differences</td><td>9. economic differences divided North and South, for example, the North was more industrial, and the South was more agricultural</td></tr><tr><td>Secession</td><td>10. the quick secession of some Southern states made war more likely 11. failure to achieve political compromise 12. the attack on Fort Sumter led to war</td></tr><tr><td>Other factors</td><td>13. any other valid point.</td></tr></table>	Possible factors:	Key points of knowledge to support this factor may include:	Sectional differences	9. economic differences divided North and South, for example, the North was more industrial, and the South was more agricultural	Secession	10. the quick secession of some Southern states made war more likely 11. failure to achieve political compromise 12. the attack on Fort Sumter led to war	Other factors	13. any other valid point.
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61.			<i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i> Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source and make a comment which shows why this aspect makes the source more or less useful. A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing. A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source. A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.	5	Examples of aspects of the source and relevant comments:										
					<table><tr><th>Aspect of the source</th><th>Possible comment</th></tr><tr><td>Author: a Northern journalist</td><td>Useful as it gives the Northern view of the reaction to Reconstruction.</td></tr><tr><td>Type of Source: newspaper article</td><td>Useful as it reflects some views of Reconstruction.</td></tr><tr><td>Purpose: to inform</td><td>Useful as it will contain researched information about the reaction to Reconstruction.</td></tr><tr><td>Timing: 1869</td><td>Useful as it is during Reconstruction.</td></tr></table>	Aspect of the source	Possible comment	Author: a Northern journalist	Useful as it gives the Northern view of the reaction to Reconstruction.	Type of Source: newspaper article	Useful as it reflects some views of Reconstruction.	Purpose: to inform	Useful as it will contain researched information about the reaction to Reconstruction.	Timing: 1869	Useful as it is during Reconstruction.
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: 1. Reconstruction caused some white people to feel economically worse off, making them oppose Reconstruction 2. Reconstruction caused further resentment against the Republican Party in the South 3. caused a cultural backlash from white people in the South who saw Reconstruction as a betrayal of their heritage 4. Reconstruction was welcomed by some, for example, some Northerners saw profitable investment opportunities 5. any other valid point of significant omission.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
62.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a judgement about the extent to which the source provides a full description of a given event or development. Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided. Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement. Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement. A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.	6		
					Point identified in the source	Possible comment which shows the candidate has interpreted the key point(s)
					1. Some tribal chiefs proclaimed friendship with the white territorial government and were offered the protection of nearby forts.	Some tribal chiefs made peace with the US forces.
					2. Around 500 Indigenous Americans camped in Sand Creek and flew US flags, believing they were under the protection of US troops.	Hundreds of Indigenous Americans camped in Sand Creek thinking they were safe.
					3. On the morning of 29 November 1864, ignoring the promise of protection, around 700 US soldiers attacked the camp.	US troops did not keep their promise of peace and attacked the Indigenous Americans at Sand Creek.
					4. An estimated 220 Indigenous Americans were killed.	Hundreds of Indigenous Americans were killed.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: 5. Colonel Chivington and the Colorado Volunteers attacked the camp 6. most of those attacked were women and children 7. the bodies of the dead were mutilated, for example, many were scalped 8. US troops ignored white flags of surrender and continued to shoot 9. some Indigenous Americans fought back killing US soldiers 10. some US troops refused to join the massacre 11. any other valid point of significant omission.

Section 3 – European and world contexts

PART D – Hitler and Nazi Germany, 1919-1939

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
63.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a number of points that make the issue plain or clear, for example, by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	6	Possible reasons may include: 1. many Germans were angry that they were not given any chance to negotiate the terms of the Treaty 2. many Germans felt that it was wrong to blame them for causing the war 3. many Germans believed that the previous government (led by the Kaiser) should be punished and not them 4. many Germans worried that their country could not afford to pay reparations 5. a reduced military meant some Germans were worried about being attacked by other countries 6. having a smaller army meant that many soldiers were angry at being unemployed 7. banning Germany from having weapons such as tanks meant many factory workers lost their jobs 8. many Germans felt the loss of overseas colonies reduced their country's power 9. some people were angry that they no longer lived in Germany due to the loss of land, for example, the 'Polish Corridor' 10. many Germans worried that the loss of important industrial areas would make it harder for the country to make money 11. many Germans were shocked at the severity of the Treaty 12. any other valid reason.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
64.			<i>Candidates can be credited in a number of ways up to a maximum of 9 marks.</i> Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented. Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark awarded for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge. A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion. Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows: • 1 mark for an introduction (which places the question in its historical context or outlines relevant factors) • 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors) • 1 mark for a conclusion with a valid judgement (or overall summary) • 1 mark for a reason in support of the judgement (a summary cannot be supported).	9	Possible factors:	Key points of knowledge to support this factor may include:
					Intimidation	1. the fear of arrest by the SS meant many Germans did not engage in anti-Nazi actions 2. the belief that the Gestapo had spies everywhere meant that many Germans were too scared to express any anti-Nazi views 3. the Night of the Long Knives saw many senior Nazis being killed which scared other Germans from opposing Hitler
					Reichstag Fire Decree	4. the Nazis could censor newspapers, meaning Germans did not read anti-Nazi views 5. banning public protests ensured that Germans believed the Nazis were widely popular
					The Enabling Act	6. the power to pass any law ensured that Hitler and the Nazis could take action without public approval 7. banning other political parties meant the Nazis would not face challenges in the Reichstag

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question											
					<table><tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr><tr><td>Control of Churches</td><td>8. agreeing the Concordat with the Catholic Church ensured that there was initially less religious opposition to the Nazis</td></tr><tr><td>Nazi popularity</td><td>9. Government policies made more Germans support the Nazis, for example, by reducing unemployment 10. Propaganda presented Hitler as Germany's saviour, gaining more backing to the Nazis</td></tr><tr><td>Death of Hindenburg</td><td>11. President Hindenburg's death allowed the Nazis to merge the roles of Chancellor and President, ensuring Hitler did not have a political rival 12. the German army swore an oath of personal allegiance to Hitler, increasing his control of the military</td></tr><tr><td>Other factors</td><td>13. any other valid point.</td></tr></table>	Possible factors:	Key points of knowledge to support this factor may include:	Control of Churches	8. agreeing the Concordat with the Catholic Church ensured that there was initially less religious opposition to the Nazis	Nazi popularity	9. Government policies made more Germans support the Nazis, for example, by reducing unemployment 10. Propaganda presented Hitler as Germany's saviour, gaining more backing to the Nazis	Death of Hindenburg	11. President Hindenburg's death allowed the Nazis to merge the roles of Chancellor and President, ensuring Hitler did not have a political rival 12. the German army swore an oath of personal allegiance to Hitler, increasing his control of the military	Other factors	13. any other valid point.	
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: 1. Jewish children were bullied in school 2. Jewish people were prevented from marrying non-Jews 3. Jewish people were not allowed to be German citizens 4. Jewish people were banned from working in certain jobs 5. any other valid point of significant omission.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question											
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					8. women who did not have children were made to pay higher taxes 9. some women became active members of the National Socialist Women's League 10. younger German women (up to age 21) were urged to participate in Nazi youth groups 11. any other valid point of significant omission.

Section 3 – European and world contexts

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

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
67.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a number of points that make the issue plain or clear, for example, by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	6	Possible reasons may include: 1. peasants resented redemption payments to the government which caused extreme hardship 2. peasants often suffered from malnutrition and/or famine, for example, 1901 3. peasants were unhappy because they had to work land that they didn't own 4. peasants were resentful of the control exerted over their lives by village elders (the Mir) 5. peasants were unhappy because the government increased taxes on goods, for example, tea, alcohol, sugar and matches 6. Kulaks were resented by peasants because of their relative prosperity, for example, owned more land 7. housing conditions in the cities were extremely poor causing resentment among industrial workers 8. harsh punishments for unsatisfactory work caused anger among industrial workers 9. industrial workers were unhappy because factories were dangerous places to work 10. industrial workers were angry because they were banned from joining trade unions to improve their lives 11. industrial workers resented being poorly paid 12. industrial workers resented being made to work long hours 13. any other valid reason.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
68.			<i>Candidates can be credited in a number of ways up to a maximum of 9 marks.</i> Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented. Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark awarded for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge. A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion. Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows: • 1 mark for an introduction (which places the question in its historical context or outlines relevant factors) • 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors) • 1 mark for a conclusion with a valid judgement (or overall summary) • 1 mark for a reason in support of the judgement (a summary cannot be supported).	9	Possible factors:	Key points of knowledge to support this factor may include:
					Tsar's unpopularity	1. Tsarist autocratic rule caused growing unhappiness among the middle class who wanted a constitutionally elected government 2. political challenges from organised opposition groups, for example, Social Revolutionaries and the Social Democrats 3. Tsar Nicholas II was seen as being unable to make good decisions for Russia 4. the repression of the Okhrana caused resentment among those who would otherwise have supported the Tsar 5. national minorities hated the policy of Russification as it repressed their language, customs and religion

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question									
					<table><tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr><tr><td>Bloody Sunday</td><td>6. Russian troops fired on an unarmed and peaceful crowd led by Father Gapon 7. strikes broke out in all major towns and cities 8. Tsar Nicholas II blamed for the massacre and many Russians held him responsible</td></tr><tr><td>Defeat in Russo-Japanese War</td><td>9. Russia was humiliated by defeat in the war with Japan, leading to discontent 10. the war led to food shortages in the cities, causing discontent among industrial workers 11. defeat in the war worsened resentment in the Navy over conditions, leading to open rebellion, for example, the Battleship Potemkin 12. the government failed to provide adequate supplies to the armed forces which led to unhappiness</td></tr><tr><td>Other factors</td><td>13. any other valid point.</td></tr></table>	Possible factors:	Key points of knowledge to support this factor may include:	Bloody Sunday	6. Russian troops fired on an unarmed and peaceful crowd led by Father Gapon 7. strikes broke out in all major towns and cities 8. Tsar Nicholas II blamed for the massacre and many Russians held him responsible	Defeat in Russo-Japanese War	9. Russia was humiliated by defeat in the war with Japan, leading to discontent 10. the war led to food shortages in the cities, causing discontent among industrial workers 11. defeat in the war worsened resentment in the Navy over conditions, leading to open rebellion, for example, the Battleship Potemkin 12. the government failed to provide adequate supplies to the armed forces which led to unhappiness	Other factors	13. any other valid point.	
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					Purpose: to record the reasons for the failure of the Provisional Government	Useful as it is unlikely to be exaggerated about the reasons for the failure of the Provisional Government.									
					Timing: 1917	Useful as it was written at the time when the Provisional Government were seen to be failing the Russian people.									
<table><tr><th>Content</th><th>Possible comment</th></tr><tr><td>However, it is very hard to find bread and the price is very high.</td><td>Useful because it is accurate (the Provisional Government failed to ensure adequate food supply).</td></tr><tr><td>Rich families are having to sell their most precious items in order to survive.</td><td>Useful because it is accurate (even rich families struggled to survive under the Provisional Government).</td></tr></table>	Content	Possible comment	However, it is very hard to find bread and the price is very high.	Useful because it is accurate (the Provisional Government failed to ensure adequate food supply).	Rich families are having to sell their most precious items in order to survive.	Useful because it is accurate (even rich families struggled to survive under the Provisional Government).									
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question					
					<table><tr><th>Content</th><th>Possible comment</th></tr><tr><td>There is widespread discontent at the failure to respond to the people’s demands, especially in giving land to the peasants.</td><td>Useful because it is accurate (the Provisional Government failed to enact land reform).</td></tr></table>	Content	Possible comment	There is widespread discontent at the failure to respond to the people’s demands, especially in giving land to the peasants.	Useful because it is accurate (the Provisional Government failed to enact land reform).	
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There is widespread discontent at the failure to respond to the people’s demands, especially in giving land to the peasants.	Useful because it is accurate (the Provisional Government failed to enact land reform).									
					Possible points of significant omission may include: 1. the Provisional Government had to share power with the Petrograd Soviet who challenged their authority 2. the Provisional Government represented the old ruling class (Duma), leading to a loss of support 3. the Provisional Government was ineffective in its handling of the Kornilov Revolt which increased support for the Bolsheviks 4. the Provisional Government was unelected which meant it lacked authority 5. any other valid point of significant omission.					

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question											
70.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a judgement about the extent to which the source provides a full description of a given event or development. Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided. Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement. Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement. A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.	6	<table><tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr><tr><td>1. The Bolshevik leadership had arranged a welcome at the Finland station in Petrograd.</td><td>Bolsheviks organised a celebration for Lenin in Petrograd.</td></tr><tr><td>2. In April 1917, Lenin arrived in Petrograd and workers, soldiers and sailors all came to meet him.</td><td>Lots of people came to welcome Lenin back to Russia.</td></tr><tr><td>3. A lot of the crowd were holding up red banners and flags.</td><td>Russians brought banners and waved red flags to welcome Lenin into Petrograd.</td></tr><tr><td>4. Lenin called out to the crowd “Long live the Socialist world revolution”.</td><td>Lenin supported a world socialist revolution.</td></tr></table>	Point identified in the source	Possible comment which shows the candidate has interpreted the key point(s)	1. The Bolshevik leadership had arranged a welcome at the Finland station in Petrograd.	Bolsheviks organised a celebration for Lenin in Petrograd.	2. In April 1917, Lenin arrived in Petrograd and workers, soldiers and sailors all came to meet him.	Lots of people came to welcome Lenin back to Russia.	3. A lot of the crowd were holding up red banners and flags.	Russians brought banners and waved red flags to welcome Lenin into Petrograd.	4. Lenin called out to the crowd “Long live the Socialist world revolution”.	Lenin supported a world socialist revolution.	Possible points of significant omission may include: 5. Lenin was helped by the Germans to return to Russia 6. the train on which Lenin travelled was sealed to prevent people seeing him 7. Lenin called on all support for the Provisional Government to be withdrawn 8. Lenin’s April Theses called for the nationalisation of all land in Russia 9. Lenin called for the end to Russia’s involvement in the war 10. the April Theses called for the Soviets to take control of the Russian economy 11. any other valid point of significant omission.
Point identified in the source	Possible comment which shows the candidate has interpreted the key point(s)															
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4. Lenin called out to the crowd “Long live the Socialist world revolution”.	Lenin supported a world socialist revolution.															

Section 3 – European and world contexts

PART F – Mussolini and Fascist Italy, 1919-1939

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
71.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a number of points that make the issue plain or clear, for example, by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	6	Possible reasons may include: 1. the anti-Communism of the Fascists appealed to the wealthy who feared they would lose money if the Communists came to power 2. the Fascists promised to overturn the peace settlement, attracting those who felt Italy's wartime contribution had not been properly recognised 3. Mussolini appealed to those people who felt Italy needed strong leadership 4. Mussolini was a powerful speaker so was able to attract many supporters 5. the Fascists were able to appeal to workers by promising fair wages 6. Fascism appealed to nationalists by promising to restore national pride 7. many who wanted to have more leisure time were won over by the promise of an 8-hour day 8. those who were tired of corruption liked Mussolini's promise to bring this to an end 9. Mussolini was able to win support by successfully portraying democracy as weak 10. the inability of the Catholic and Socialist parties to work together made many turn to the Fascists 11. any other valid reason.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
72.			<i>Candidates can be credited in a number of ways up to a maximum of 9 marks.</i> Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented. Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark given for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge. A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion. Up to 4 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows: • 1 mark for an introduction (which places the question in its historical context or outlines relevant factors) • 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors) • 1 mark for a conclusion with a valid judgement (or overall summary) • 1 mark for a reason in support of the judgement (a summary cannot be supported).	9	Possible factors:	Key points of knowledge to support this factor may include:
					Agriculture	1. the Battle for Land cleared marshland for farms and created thousands of jobs, for example, Pontine Marshes 2. only a limited amount of land was reclaimed 3. the Battle for Grain successfully increased wheat output 4. Battle for Grain was a failure for some poor as they could not afford bread
					Battle for the Lira	5. Mussolini raised the value of the Lira increasing the price of exports which led to firms not being able to sell goods 6. high tariffs put on foreign imports was not good for Italian consumers
					Control of trade	7. the Labour Charter was good for the bosses 8. advisory corporations were set up which managed to cover nearly every aspect of industry

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question										
					<table><tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr><tr><td></td><td>9. self-sufficiency was not achieved as imports were still needed, for example, oil, coal, iron ore</td></tr><tr><td>Public works</td><td>10. public work schemes introduced which helped combat the impact of the Depression, for example, motorways and hydroelectric plants 11. construction of public monuments did little to improve the economy</td></tr><tr><td>Trade Unions</td><td>12. outlawing of Socialist and Catholic trade unions by the Vidoni Palace Pact reduced industrial disputes making the economy more productive</td></tr><tr><td>Other factors</td><td>13. any other valid point.</td></tr></table>	Possible factors:	Key points of knowledge to support this factor may include:		9. self-sufficiency was not achieved as imports were still needed, for example, oil, coal, iron ore	Public works	10. public work schemes introduced which helped combat the impact of the Depression, for example, motorways and hydroelectric plants 11. construction of public monuments did little to improve the economy	Trade Unions	12. outlawing of Socialist and Catholic trade unions by the Vidoni Palace Pact reduced industrial disputes making the economy more productive	Other factors	13. any other valid point.
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question																		
73.			<i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i> Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source and make a comment which shows why this aspect makes the source more or less useful. A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing. A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source. A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.	5	Examples of aspects of the source and relevant comments: <table><tr><th>Aspect of the source</th><th>Possible comment</th></tr><tr><td>Author: Haile Selassie</td><td>Useful as he is an eyewitness to the invasion of Abyssinia.</td></tr><tr><td>Type of Source: speech</td><td>Useful as it reflects the Abyssinian view on the Italian invasion.</td></tr><tr><td>Purpose: to persuade</td><td>Useful as it shows the Abyssinians' attempt to get League of Nation's support against the Italian invasion.</td></tr><tr><td>Timing: 1936</td><td>Useful as it is from the time of the Italian invasion of Abyssinia.</td></tr></table> <table><tr><th>Content</th><th>Possible comment</th></tr><tr><td>In October, Italy attacked us with troops moved from Eritrea and Somaliland.</td><td>Useful because it is accurate (the invasion was launched using soldiers from these countries).</td></tr><tr><td>At the beginning of their attack Italian aircraft dropped bombs of tear gas on my armies.</td><td>Useful because it is accurate (planes were used in this way).</td></tr><tr><td>The Italians have also tried to use mustard gas but fortunately this tactic was not very effective.</td><td>Useful because it is accurate (the Italians did use poison gas).</td></tr></table>	Aspect of the source	Possible comment	Author: Haile Selassie	Useful as he is an eyewitness to the invasion of Abyssinia.	Type of Source: speech	Useful as it reflects the Abyssinian view on the Italian invasion.	Purpose: to persuade	Useful as it shows the Abyssinians' attempt to get League of Nation's support against the Italian invasion.	Timing: 1936	Useful as it is from the time of the Italian invasion of Abyssinia.	Content	Possible comment	In October, Italy attacked us with troops moved from Eritrea and Somaliland.	Useful because it is accurate (the invasion was launched using soldiers from these countries).	At the beginning of their attack Italian aircraft dropped bombs of tear gas on my armies.	Useful because it is accurate (planes were used in this way).	The Italians have also tried to use mustard gas but fortunately this tactic was not very effective.	Useful because it is accurate (the Italians did use poison gas).
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: 1. Italy won a major victory at Lake Ashangi 2. Italians carried out massacres against Abyssinians 3. the Italians captured Addis Ababa 4. Haile Selassie was forced to go into exile 5. any other valid point of significant omission.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
74.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a judgement about the extent to which the source provides a full description of a given event or development. Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided. Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement. Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement. A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.	6		
					Point identified in the source	Possible comment which shows the candidate has interpreted the key point(s)
					1. Squads of Blackshirts beat up the political rivals of the Fascists.	Violence was used against opponents.
					2. The Blackshirts forced their enemies to drink castor oil mixed with petrol, which could cause serious illness or death.	Opponents were forced to drink Castor oil mixed with petrol.
					3. The Fascists arrested dozens of suspected mobsters in Sicily.	Mussolini reduced the power of the mafia by arresting them.
					4. Italians were encouraged to denounce their fellow citizens and so people were always anxious about what they said.	Denunciations were used to spread fear.
					Possible points of significant omission may include: 5. an example was set by exiling thousands of political opponents on Italian islands, for example, Lipari and Lampedusa 6. fear was spread by the murder of political opposition leaders, for example, Piero Gobetti	

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					7. the Fascist regime was able to spread fear by killing opponents in foreign countries, for example, the Rosselli brothers were murdered in 1937 8. a secret police was set up to eliminate political opposition, for example, OVRA was established in 1927 9. censorship made people afraid to criticise Mussolini 10. trade unions were banned to intimidate workers 11. any other valid point of significant omission.

Section 3 – European and world contexts

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

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
75.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	6	Possible reasons may include: 1. WASPs believed that new immigrants threatened the American way of life 2. WASPs were threatened by the spread of new religions in the USA, for example, Catholicism 3. some Americans held racist ideas that suggested immigrants were inferior 4. immigrants were blamed for the increase in social problems, for example, the spread of disease 5. immigrants were blamed for the rise in organised crime, for example, the Mafia 6. Americans blamed immigrants for spreading communist ideas among the working class, for example, Sacco and Vanzetti 7. many immigrants were accused of being strike breakers 8. immigrants were blamed for wages decreasing 9. immigrants were blamed for unemployment as there was more competition for jobs 10. Americans blamed immigrants for housing shortages 11. some Americans in the cities blamed immigrants for the increase in rent prices 12. immigrants were blamed for not mixing outside of their own communities, for example, Little Italy 13. any other valid reason.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
76.			<i>Candidates can be credited in a number of ways up to a maximum of 9 marks.</i> Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented. Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark awarded for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge. A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion. Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows: • 1 mark for an introduction (which places the question in its historical context or outlines relevant factors) • 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors) • 1 mark for a conclusion with a valid judgement (or overall summary) • 1 mark for a reason in support of the judgement (a summary cannot be supported).	9	Possible factors:	Key points of knowledge to support this factor may include:
					'Jim Crow' laws	1. many Southern states introduced segregation laws after the 'separate but equal' decision of the Supreme Court 2. Black and white Americans had to use separate public facilities, for example, water fountains 3. Black and white Americans were unable to marry each other
					Ku Klux Klan	4. the KKK used intimidation to scare Black Americans, for example, burning crosses 5. the KKK would violently attack Black Americans in the South, for example, lynchings 6. members of the KKK had important positions in Southern society, for example, law enforcement
					Voting restrictions	7. voting qualifications introduced by some Southern states made it very difficult for Black Americans to register to vote, for example, Grandfather clause, poll tax

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
					Possible factors:	Key points of knowledge to support this factor may include:
						8. white American civil servants helped exclude Black Americans from voting
					Attraction of the Northern cities	9. Black Americans believed that there were better housing conditions in the Northern cities 10. industrial factories in the Northern States offered higher wages 11. Black American newspapers promoted success stories about Black Americans who had migrated north, for example, the Chicago Defender
					Other factors	12. any other valid point.

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77.			<i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i> Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source and make a comment which shows why this aspect makes the source more or less useful. A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing. A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source. A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.	5	Examples of aspects of the source and relevant comments: <table><tr><th>Aspect of the source</th><th>Possible comment</th></tr><tr><td>Author: Martin Luther King Jr</td><td>Useful as MLK helped organise the Montgomery Bus Boycott.</td></tr><tr><td>Type of Source: speech</td><td>Useful as it will contain information about the Montgomery Bus Boycott.</td></tr><tr><td>Purpose: to persuade</td><td>Useful as Martin Luther King was trying to encourage people to protest in the Montgomery Bus Boycott.</td></tr><tr><td>Timing: 1955</td><td>Useful as it was written during the time of the Montgomery Bus Boycott.</td></tr></table> <table><tr><th>Content</th><th>Possible comment</th></tr><tr><td>Last Thursday, Rosa Parks was taken to jail because she refused to give up her seat on the bus to a white person.</td><td>Useful because it is accurate (Rosa Parks was arrested).</td></tr><tr><td>So, in a show of unity, we will refuse to ride the city buses in Montgomery until they are desegregated.</td><td>Useful because it is accurate (Black Americans boycotted buses).</td></tr></table>	Aspect of the source	Possible comment	Author: Martin Luther King Jr	Useful as MLK helped organise the Montgomery Bus Boycott.	Type of Source: speech	Useful as it will contain information about the Montgomery Bus Boycott.	Purpose: to persuade	Useful as Martin Luther King was trying to encourage people to protest in the Montgomery Bus Boycott.	Timing: 1955	Useful as it was written during the time of the Montgomery Bus Boycott.	Content	Possible comment	Last Thursday, Rosa Parks was taken to jail because she refused to give up her seat on the bus to a white person.	Useful because it is accurate (Rosa Parks was arrested).	So, in a show of unity, we will refuse to ride the city buses in Montgomery until they are desegregated.	Useful because it is accurate (Black Americans boycotted buses).
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					<table><tr><th>Content</th><th>Possible comment</th></tr><tr><td>We have arranged for taxi services to be available for all protestors struggling for transport to their jobs.</td><td>Useful because it is accurate (taxis were provided for protestors).</td></tr></table>	Content	Possible comment	We have arranged for taxi services to be available for all protestors struggling for transport to their jobs.	Useful because it is accurate (taxis were provided for protestors).	Possible points of significant omission may include: 1. Martin Luther King was a key leader during the protests 2. the bus companies suffered financial losses due to the boycott 3. Black Americans faced harassment and violence, for example, Martin Luther King’s house was firebombed 4. the protestors organised a carpool system to transport boycotters 5. there was an agreement that buses in Montgomery would be de-segregated 6. any other valid point of significant omission.
Content	Possible comment									
We have arranged for taxi services to be available for all protestors struggling for transport to their jobs.	Useful because it is accurate (taxis were provided for protestors).									

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					1. Malcom X was critical of the non-violent protests as he believed they did not improve the lives of Black Americans living in Northern ghettos.	He believed that the lives of Northern Black Americans in ghettos were not helped by non-violent protests.
					2. He believed that Black Americans should be willing to use violence to win their freedom.	He promoted the use of violence to fight for civil rights.
					3. Malcolm X also preached that Black Americans should spend their money in Black-owned businesses to gain more economic power.	Black Americans should support Black-owned businesses.
					4. In addition, he wanted Black Americans to organise community groups to improve their own lives.	Malcolm X wanted Black Americans to set-up their own community action groups.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: 5. Malcolm X initially argued that Black Americans should convert to Islam 6. Malcolm X advocated violence under the slogan: 'by any means necessary' 7. Malcolm X believed that white Americans were the enemy of all Black Americans 8. Malcolm X refused the help of white Americans and did not think they should be involved in the Black American civil rights movement 9. Malcolm X believed that Black Americans should live separately from white Americans 10. Malcolm X preached against the use of alcohol and drugs 11. Malcolm X later moderated his views towards white Americans 12. any other valid point of significant omission.

Section 3 – European and world contexts

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

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
79.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a number of points that make the issue plain or clear, for example, by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	6	Possible reasons may include: 1. the USA never joined the League, reducing its authority and ability to enforce decisions 2. the League did not have its own military forces to back up its decisions 3. every member state had to agree decisions, which often led to inaction or delays 4. the League was bureaucratically weak which slowed their decision making 5. the League lost credibility because it failed to respond effectively to early challenges like the Manchurian Crisis (1931) 6. countries like Britain and France often acted in their own national interests, rather than supporting the League's goals of collective security 7. the global economic crisis of the 1930s caused many nations to focus on their domestic issues instead of international commitments 8. the League of Nations was created by the Treaty of Versailles, which was resented in Germany 9. the League was further weakened because Soviet Russia was not invited to join, so an important world power was absent 10. many member countries distrusted each other or the League itself, which made cooperation difficult 11. any other valid reason.

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80.			<i>Candidates can be credited in a number of ways up to a maximum of 9 marks.</i> Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented. Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark awarded for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge. A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion. Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows: • 1 mark for an introduction (which places the question in its historical context or outlines relevant factors). • 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors). • 1 mark for a conclusion with a valid judgement (or overall summary). • 1 mark for a reason in support of the judgement (a summary cannot be supported).	9	Possible factors	Key points of knowledge to support this factor may
					Rearmament	1. Hitler expanded Germany's military strength, boosting its army, navy, and air force in defiance of the Treaty of Versailles 2. Germany's navy was still relatively small
					Remilitarisation of the Rhineland (1936)	3. Germany reoccupied the Rhineland without opposition, strengthening its western border and increasing its strategic security 4. the Rhineland crisis highlighted the weaknesses of France and Britain which encouraged Hitler's expansionist aims
					Anschluss with Austria (1938)	5. the unification with Austria added valuable resources, manpower, and a stronger strategic position to Germany without war 6. Hitler was denied a strong demonstration of military power which irked him

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
					<table><tr><th>Possible factors</th><th>Key points of knowledge to support this factor may</th></tr><tr><td>Sudetenland (1938)</td><td>7. Hitler successfully annexed the Sudetenland without military action, gaining further territory and weakening Czechoslovakia 8. attempt to create military conflict led to some internal opposition</td></tr><tr><td>Lebensraum</td><td>9. Hitler expanded Germany's territory taking steps towards his goal of acquiring more living space 10. his expansion had only taken German-speaking areas, not yet fulfilling his true vision of conquest in Eastern Europe</td></tr><tr><td>Other factor</td><td>11. any other valid factor.</td></tr></table>	Possible factors	Key points of knowledge to support this factor may	Sudetenland (1938)	7. Hitler successfully annexed the Sudetenland without military action, gaining further territory and weakening Czechoslovakia 8. attempt to create military conflict led to some internal opposition	Lebensraum	9. Hitler expanded Germany's territory taking steps towards his goal of acquiring more living space 10. his expansion had only taken German-speaking areas, not yet fulfilling his true vision of conquest in Eastern Europe	Other factor	11. any other valid factor.
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81.			<i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i> Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source and make a comment which shows why this aspect makes the source more or less useful. A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing. A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source. A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.	5	Examples of aspects of the source and relevant comments: <table><tr><th>Aspect of the source</th><th>Possible comment</th></tr><tr><td>Author: Neville Chamberlain</td><td>Useful as Chamberlain was responsible for the policy of appeasement.</td></tr><tr><td>Type of Source: speech</td><td>Useful as it contains details of Chamberlain’s policy of appeasement.</td></tr><tr><td>Purpose: to inform</td><td>Useful as it explains the reasons for the policy of appeasement.</td></tr><tr><td>Timing: 1937</td><td>Useful as the speech was delivered when appeasement was a popular policy in Britain.</td></tr></table> <table><tr><th>Content</th><th>Possible comment</th></tr><tr><td>It was true, as the Chiefs of Staff had pointed out, that we were not financially ready for war with Germany alone.</td><td>Useful because it is accurate (Chamberlain did not believe that Britain could face Germany alone).</td></tr><tr><td>However, the French air force is far from satisfactory, and a long time may elapse before they can give us much help.</td><td>Useful because it is accurate (Britain felt that they could not rely on France).</td></tr><tr><td>Yet, the Americans have shown no desire to become involved in European affairs.</td><td>Useful because it is accurate (America did not want to be involved).</td></tr></table>	Aspect of the source	Possible comment	Author: Neville Chamberlain	Useful as Chamberlain was responsible for the policy of appeasement.	Type of Source: speech	Useful as it contains details of Chamberlain’s policy of appeasement.	Purpose: to inform	Useful as it explains the reasons for the policy of appeasement.	Timing: 1937	Useful as the speech was delivered when appeasement was a popular policy in Britain.	Content	Possible comment	It was true, as the Chiefs of Staff had pointed out, that we were not financially ready for war with Germany alone.	Useful because it is accurate (Chamberlain did not believe that Britain could face Germany alone).	However, the French air force is far from satisfactory, and a long time may elapse before they can give us much help.	Useful because it is accurate (Britain felt that they could not rely on France).	Yet, the Americans have shown no desire to become involved in European affairs.	Useful because it is accurate (America did not want to be involved).
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: 1. Britain wanted to focus more on protecting her Empire 2. British public opinion was still focused on the horrors of the First World War 3. many believed that Hitler's actions were reasonable 4. there was a belief that the issues of Czechoslovakia were not Britain's problem 5. any other valid point of significant omission.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
82.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a judgement about the extent to which the source provides a full description of a given event or development. Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided. Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement. Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement. A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.	6		Possible comment which shows the candidate has interpreted the key point(s)
					1. The Pact of Steel was initially a defensive alliance.	The agreement was originally just for defence.
					2. The final version was a military and political agreement that formalised the alliance between Rome and Berlin.	The agreement committed Italy and Germany to work together.
					3. The signing of the Pact escalated tensions with Britain and France, which contributed to them abandoning the policy of appeasement.	The Pact led to Britain and France giving up the policy of appeasement.
					4. The Pact was part of Hitler's plan to prepare for conflict with the Allies.	The Pact was part of Hitler's preparations for war with the Allies.
					Possible points of significant omission may include: 5. the Pact of Steel involved economic co-operation between Germany and Italy 6. the Pact was signed by the German Foreign Minister Joachim von Ribbentrop and the Italian Minister of Foreign Affairs, Galeazzo Ciano	

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					7. the two countries promised to support each other in the event of conflict and to co-operate on military planning 8. the Pact led to the Soviets feeling threatened by the growth of fascism 9. the Pact tied Italy's foreign policy to Germany's 10. any other valid point of significant omission.

Section 3 – European and world contexts

PART I – World War II, 1939-1945

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
83.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a number of points that make the issue plain or clear, for example, by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	6	Possible reasons may include: 1. the speed of Germany's attacks meant that other countries were not prepared to defend themselves 2. Germany launched various attacks at the same time, making it more difficult to defend against this 3. Germany's powerful range of weaponry meant that invaded countries were unable to effectively fight back 4. Germany's opponents convinced themselves that attack was unlikely, for example, Ardennes, Russia 5. the use of portable radios helped the Germans coordinate their attacks 6. tank commanders were able to act independently so they could move at speed and power 7. the Luftwaffe were used to defend German forces from attack, making it easier for them to advance 8. the German strategy of using planes to destroy communications meant other countries could not coordinate their defences 9. the Germans used tanks to attack weak points in enemy defences, allowing for easier advancement 10. Germany's initial attacks were backed up by large numbers of soldiers, who were quickly able to take control of invaded areas 11. any other valid reason.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
84.			<i>Candidates can be credited in a number of ways up to a maximum of 9 marks.</i> Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented. Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark awarded for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge. A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion. Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows: • 1 mark for an introduction (which places the question in its historical context or outlines relevant factors) • 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors) • 1 mark for a conclusion with a valid judgement (or overall summary) • 1 mark for a reason in support of the judgement (a summary cannot be supported).	9	Possible factors:	Key points of knowledge to support this factor may include:
					Military advantage	1. Japan hoped the attack would delay America's entry into the war 2. Japan planned to destroy the USA's Pacific fleet, giving the Japanese a military advantage 3. Japan hoped to remove many of the facilities needed to support US military actions, for example, fuel depots 4. Japan believed an attack on Pearl Harbour would stop the US from interfering in Southeast Asia 5. Japan hoped the attacks would damage American morale
					American policy	6. Japan wanted to end the economic sanctions which the USA had imposed on them 7. Japan believed that attacking the USA would force the US to negotiate with them
					Japanese expansion plans	8. Japan wanted more access to oil and other natural resources, destroying Pearl Harbour would enable this 9. Japan wanted to reduce America's influence in the Pacific so Japan could expand their Asian empire

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question						
					<table><tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr><tr><td>Potential Allies</td><td>10. Japan believed that if they launched an attack on Pearl Harbour, they would receive support from Germany</td></tr><tr><td>Other factor</td><td>11. any other valid point.</td></tr></table>	Possible factors:	Key points of knowledge to support this factor may include:	Potential Allies	10. Japan believed that if they launched an attack on Pearl Harbour, they would receive support from Germany	Other factor	11. any other valid point.
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: 1. prisoners faced harsh beatings from camp guards 2. prisoners received very little food 3. many prisoners were deliberately killed 4. diseases were common amongst prisoners 5. any other valid point of significant omission.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question											
86.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a judgement about the extent to which the source provides a full description of a given event or development. Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided. Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement. Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement. A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.	6	<table><tr><th>Point identified in the source</th><th>Possible comment which shows the candidate has interpreted the key point(s)</th></tr><tr><td>1. America decided to attack two Japanese cities which had significant military facilities.</td><td>The USA attacked cities with military bases.</td></tr><tr><td>2. On 6 August 1945, America used this new type of bomb on Hiroshima, a coastal city in Japan.</td><td>Hiroshima was bombed.</td></tr><tr><td>3. The first bomb was dropped by the US military plane, Enola Gay.</td><td>The first bomb was released from a plane.</td></tr><tr><td>4. As a result of these attacks, fires spread quickly all around the city.</td><td>The bombings caused fires all around the city.</td></tr></table>	Point identified in the source	Possible comment which shows the candidate has interpreted the key point(s)	1. America decided to attack two Japanese cities which had significant military facilities.	The USA attacked cities with military bases.	2. On 6 August 1945, America used this new type of bomb on Hiroshima, a coastal city in Japan.	Hiroshima was bombed.	3. The first bomb was dropped by the US military plane, Enola Gay.	The first bomb was released from a plane.	4. As a result of these attacks, fires spread quickly all around the city.	The bombings caused fires all around the city.	Possible points of significant omission may include: 5. many people died as a result of both bombings 6. radiation spread after the bombings, leading to illnesses among the Japanese people 7. the Hiroshima bomb was nicknamed Little Boy 8. the USA dropped a second atomic bomb on Nagasaki 9. the Nagasaki bomb was nicknamed Fat Man 10. large sections of both cities were destroyed by the bombs 11. any other valid point of significant omission.
Point identified in the source	Possible comment which shows the candidate has interpreted the key point(s)															
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Section 3 – European and world contexts

PART J – The Cold War, 1945-1989

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
87.			<i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i> Candidates must make a number of points that make the issue plain or clear, for example, by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons. Up to a maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed. Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).	6	Possible reasons may include: 1. the US wanted to support South Korea as a non-communist ally 2. Communist China wanted to reciprocate support by North Korea during the Chinese Civil War 3. the US wanted to stop the spread of communism following the Truman Doctrine 4. the US feared the Domino theory and worried that if South Korea fell to Communism, then other countries would follow 5. North Korea wanted to take control of the South 6. Western powers responded to the United Nation's appeal to defend South Korea 7. the US saw Korea as a buffer zone to protect its ally Japan 8. the US wanted to demonstrate its military power 9. leaders remembered the failure of appeasement before WWII and didn't want to repeat previous mistakes 10. Truman faced internal pressure and wanted to show he was a strong leader 11. any other valid reason.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
88.			<i>Candidates can be credited in a number of ways up to a maximum of 9 marks.</i> Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented. Up to 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark awarded for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge. A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion. Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows: • 1 mark for an introduction (which places the question in its historical context or outlines relevant factors) • 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors) • 1 mark for a conclusion with a valid judgement (or overall summary) • 1 mark for a reason in support of the judgement (a summary cannot be supported).	9	Possible factors:	Key points of knowledge to support this factor may include:
					Domestic pressures on Khrushchev	1. Khrushchev had to support Castro as a Communist ally 2. Khrushchev needed a foreign policy success as his domestic reforms were failing 3. deploying missiles in Cuba demonstrated Soviet strength and its capability of challenging the US 4. Khrushchev had political rivals who could exploit any sign of weakness in foreign policy
					Events leading to the crisis	5. Castro came to power which was unpopular with the USA 6. US spy planes took photographs of missile bases being constructed on Cuba 7. an American U2 spy plane was shot down over Cuba further increasing tension
					Domestic pressures on Kennedy	8. Cuba was only 90 miles away, so a strong response was required to keep public support 9. Kennedy was under pressure from the military to stand up to Communist aggression

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question						
					<table><tr><th>Possible factors:</th><th>Key points of knowledge to support this factor may include:</th></tr><tr><td>US Foreign Policy</td><td>10. failed Bay of Pigs invasion left Kennedy embarrassed and looking soft on Communism 11. US needed to reassure NATO allies that it would stand firm against Communist expansion 12. US Jupiter missiles in Turkey meant the Soviets felt justified in placing strategic missiles in Cuba</td></tr><tr><td>Other factor</td><td>13. any other valid point.</td></tr></table>	Possible factors:	Key points of knowledge to support this factor may include:	US Foreign Policy	10. failed Bay of Pigs invasion left Kennedy embarrassed and looking soft on Communism 11. US needed to reassure NATO allies that it would stand firm against Communist expansion 12. US Jupiter missiles in Turkey meant the Soviets felt justified in placing strategic missiles in Cuba	Other factor	13. any other valid point.
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Content	Possible comment									
The Vietcong use guerilla tactics and avoid large scale attacks because they would not be successful in those battles.	Useful because it is accurate (Vietcong guerilla tactics made it difficult for Americans to engage in battles).									

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
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					Point identified in the source	Possible comment which shows the candidate has interpreted the key point(s)
					1. Throughout the arms race the Soviet Union spent over 20% of its national budget on its military.	A significant amount of the USSR's budget was spent on defence.
					2. Nuclear weapons were built by both sides at great cost but keeping them secure required an additional cost.	Nuclear weapons were expensive to make and cost more money to keep them safe while they went unused.
					3. These projects, and many more like them, diverted money from food production and welfare programmes.	The cost of defence spending meant important social programmes weren't a priority.
					4. President Johnson was unable to fully implement the Great Society as a result of the cost of the arms race.	Johnson was unable to carry out the Great Society programme as a result of the arms race.

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					Possible points of significant omission may include: 5. fewer consumer goods were available in the USSR than in the West because of the arms race 6. the US spent billions of dollars on the 'Star Wars' initiative to develop a space-based missile defence system 7. industrialisation was underdeveloped in the USSR as a result of defence spending 8. the US space programme was extremely expensive, for example, Apollo programme cost over \$25 billion 9. nuclear submarines were very costly, for example, up to \$2 billion each 10. both the US and USSR spent money supporting their allies with weapons, military bases and training 11. any other valid point of significant omission.

[END OF MARKING INSTRUCTIONS]