



National  
Qualifications  
2023

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## 2023 History

### National 5

## Finalised Marking Instructions

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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 1906-14 led to improvements in the lives of the young and the old?*):**

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

## Marking instructions for each question

### Section 1 – Scottish Contexts

#### PART A – The Wars of Independence, 1286–1328

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
1.	<p><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></p> <p>Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. <b>A second mark</b> should be awarded for each point that is developed, up to a <b>maximum of 4 marks.</b></p> <p>Candidates may achieve full marks by providing four straightforward points, by making <b>two</b> developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. Alexander III died without a male heir</li> <li>2. his granddaughter Margaret, Maid of Norway, was very young when Alexander died</li> <li>3. the proposed marriage between Margaret and Edward's son gave Edward I the opportunity to interfere in Scottish affairs</li> <li>4. the death of Margaret left Scotland without a clear heir</li> <li>5. rivalry between claimants to the throne meant there was a prospect of civil war</li> <li>6. Edward I brought an army with him to Norham to intimidate the Scots</li> <li>7. Edward I demanded the nobles recognise him as overlord of Scotland at Norham</li> <li>8. any other valid point of knowledge.</li> </ol>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
2.	<p><i>Candidates can be credited in a number of ways up to a maximum of 9 marks.</i></p> <p>Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p>Up to <b>5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> given for each point. <b>If only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge. <b>A further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to <b>4 marks</b> should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors)</li> <li>• <b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors)</li> <li>• <b>1 mark</b> for a conclusion with a valid judgement (or overall summary)</li> <li>• <b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</li> </ul>	9	Possible factors:	Key points of knowledge to support this factor may include:
			Edward I's treatment of Balliol	<ol style="list-style-type: none"> <li>1. Edward I made King John Balliol pay homage to him in 1292, showing that Edward I was really in charge of Scotland</li> <li>2. Balliol was forced to attend Edward I's court like a vassal</li> </ol>
			The Ragman Roll	<ol style="list-style-type: none"> <li>3. Scottish nobles swore a personal oath to Edward I, adding their seals to the Ragman Roll. This meant that they were accepting Edward I as their overlord</li> <li>4. the signatories of the Ragman Roll were the important nobles and church leaders in Scotland</li> </ol>
			Edward I's interference in Scotland's affairs	<ol style="list-style-type: none"> <li>5. Edward I appointed an English noble as Scottish Chancellor</li> <li>6. Edward I declared that he would hear legal complaints and court hearings from Scottish nobles, undermining Balliol's authority</li> </ol>

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p>Edward I's invasion of Scotland</p> <p>7. Edward I ransacked the Scottish town of Berwick, for example, killing 10,000 of the population</p> <p>8. the Scottish Army was defeated at Dunbar</p> <p>9. Edward I had captured the majority of important Scottish castles, as far north as Elgin</p>
					<p>The Scottish nobles' relations with Balliol</p> <p>10. the nobles undermined Balliol by creating 12 Guardians of the Realm</p> <p>11. the Bruce's were hostile to Balliol and his rule in Scotland and sided with Edward</p>
					<p>Edward I's capture of Scottish regalia</p> <p>12. Edward I took important Scottish symbols of kingship to London, symbolising Balliol's loss of authority for example, the Stone of Destiny</p>
					<p>Other factors</p> <p>13. any other valid point.</p>



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3.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and <b>should be awarded 1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint <b>should be awarded a second mark</b>.</p> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p>Possible points of comparison may include:</p> <p>Overall - the sources agree about the Scottish response to the Anglo- French war.</p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>However, the Scottish nobles argued that Edward I had no right to ask Scottish people to fight for him.</td> <td>Scottish nobles were also angered by Edward's demand that they fight with England in his war against France.</td> </tr> <tr> <td>The Scots did not want to get involved because they wanted to prioritise their relationship with France.</td> <td>'The Scots preferred to develop closer links with France by signing a treaty.</td> </tr> <tr> <td>Scotland had strong economic ties with France and the Scots did not want to fight their trading partner.</td> <td>The Scots did not want to fight in a war against a country with whom they had strong economic links.</td> </tr> </tbody> </table>	Source A	Source B	However, the Scottish nobles argued that Edward I had no right to ask Scottish people to fight for him.	Scottish nobles were also angered by Edward's demand that they fight with England in his war against France.	The Scots did not want to get involved because they wanted to prioritise their relationship with France.	'The Scots preferred to develop closer links with France by signing a treaty.	Scotland had strong economic ties with France and the Scots did not want to fight their trading partner.	The Scots did not want to fight in a war against a country with whom they had strong economic links.
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4.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed.</p> <p>Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. William Wallace's forces were heavily outnumbered by the English army</li> <li>2. Andrew Murray had died after Stirling Bridge, depriving the Scots of his military experience at Falkirk</li> <li>3. the English army were led by Edward I who was a strong military leader</li> <li>4. the English army had more professional soldiers than the Scottish army</li> <li>5. it was difficult for the Scottish schiltrons to move forward and attack the English</li> <li>6. the Scottish cavalry fled the battlefield</li> <li>7. the Scottish schiltrons were vulnerable to attack without the protection of cavalry or archers</li> <li>8. English longbowmen were able to weaken the schiltrons from a distance</li> <li>9. the English cavalry were able to charge at the schiltrons and break them up</li> <li>10. any other valid reason.</li> </ol>

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5.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full description of a given event or development.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded <b>up to 3 marks</b> for their interpretation of points from the source which support their judgement.</p> <p>Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Point identified in the source</b></p>	<p><b>Possible comment which shows the candidate has interpreted the key point(s)</b></p>
			1. The battle started with Edward II sending two separate scouting parties ahead of his main force.	Edward II sent advance forces to scout out Bannockburn.
			2. Despite this, the English army still lacked proper organisation.	The English army was disorganised.
			3. The English cavalry did not have enough space to charge at the Scots successfully.	The English cavalry did not have enough room to charge the Scots.
			4. Also, the English archers could not find an effective position from which to attack the Scots.	English archers were ineffective.
			<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. Edward II's poor military leadership created confusion in the English army</li> <li>6. Henry de Bohun, an English knight, charged at Bruce directly but was killed by Bruce, with a blow of his axe</li> <li>7. on the morning of the battle the English saw the Scots and started to advance quickly</li> <li>8. Bruce's well-trained spearmen pushed the English back</li> <li>9. the English mistook the Sma' Folk on Coxet Hill as another Scottish force</li> <li>10. the Scottish army advanced in three separate 'schiltron' formations</li> <li>11. any other valid point of significant omission.</li> </ol>	

Section 1 – Scottish Contexts

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.	<p><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></p> <p>Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. <b>A second mark</b> should be awarded for each point that is developed, up to a <b>maximum of 4 marks.</b></p> <p>Candidates may achieve full marks by providing four straightforward points, by making <b>two</b> developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. people would receive blessings of the sacraments from the Church</li> <li>2. the Church would pardon sins in exchange for land and money</li> <li>3. the Church rented out land to farmers</li> <li>4. the Church collected taxes from the people</li> <li>5. the Church would take care of the sick</li> <li>6. clergy would educate young boys</li> <li>7. any other valid point of knowledge.</li> </ol>

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7.	<p><i>Candidates can be credited in a number of ways up to a maximum of 9 marks.</i></p> <p>Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p>Up to <b>5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> given for each point. <b>If only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge.</p> <p><b>A further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to <b>4 marks</b> should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors)</li> <li>• <b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors)</li> <li>• <b>1 mark</b> for a conclusion with a valid judgement (or overall summary)</li> <li>• <b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</li> </ul>	9	Possible factors:	<p><b>Key points of knowledge to support this factor may include:</b></p> <ol style="list-style-type: none"> <li>1. Melville was appointed to influential position of Principal of Glasgow University</li> <li>2. Melville was hostile to Royal interference in church affairs</li> <li>3. Second Book of Discipline set out blueprint for Protestant faith</li> <li>4. Creation of presbyteries meant the Kirk had control over clergymen</li> <li>5. Presbyteries meant the Kirk had control over discipline so influenced ordinary people</li> </ol>
			Regencies of Moray and Morton	<ol style="list-style-type: none"> <li>6. Moray passed laws of the Reformation Parliament which legitimised the Protestant faith</li> <li>7. Moray took action against Catholic Priests which gained Protestant support</li> <li>8. Morton forced ministers and councillors to declare on oath of loyalty to the King and Kirk</li> </ol>

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					<table border="1"> <tr> <td></td> <td>9. Morton appointed Bishops to strengthen the hierarchy of the Protestant faith</td> </tr> <tr> <td>Mary's loss of support</td> <td>           10. abdication of Mary left the Catholic church without a leader in Scotland            11. rumours of her involvement in Ridolfi plot weakened her position and the position of Catholicism            12. loss of Edinburgh castle as last Catholic stronghold in Scotland         </td> </tr> <tr> <td>Other factors</td> <td>13. any other valid point.</td> </tr> </table>		9. Morton appointed Bishops to strengthen the hierarchy of the Protestant faith	Mary's loss of support	10. abdication of Mary left the Catholic church without a leader in Scotland 11. rumours of her involvement in Ridolfi plot weakened her position and the position of Catholicism 12. loss of Edinburgh castle as last Catholic stronghold in Scotland	Other factors	13. any other valid point.
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9.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed.</p> <p>Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. many nobles were wary of Mary upon her return from France as they thought she would replace them with Frenchmen</li> <li>2. nobles resented taking orders from a female monarch</li> <li>3. Mary allowed the development of the Reformation, which upset Catholics</li> <li>4. Protestants were upset by Mary's appointment of James Stewart as her chief adviser as he was only a moderate reformer</li> <li>5. Catholics were upset because Mary appointed only four Catholic advisers</li> <li>6. Darnley's behaviour reflected badly on Mary, for example, drinking and infidelity</li> <li>7. Mary was suspected of being involved in Darnley's murder which undermined her position</li> <li>8. Mary's marriage to Bothwell was criticised and lost Mary support because he was a suspect in Darnley's murder</li> <li>9. the Protestant church was suspicious that Mary would want to return Scotland to a Catholic country</li> <li>10. John Knox disliked Mary and her attitude to the Protestant church and encouraged opposition to her</li> <li>11. Mary was undermined by Elizabeth's encouragement of Scottish nobles to rebel against her</li> <li>12. any other valid reason.</li> </ol>



Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
10.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full description of a given event or development.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded <b>up to 3 marks</b> for their interpretation of points from the source which support their judgement.</p> <p>Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Point identified in the source</b></p>	<p><b>Possible comment which shows the candidate has interpreted the key point(s)</b></p>
			1. She was taken into protective custody at Carlisle Castle in May 1568 where she stayed for a few months.	Mary was moved to Carlisle Castle for a period of time.
			2. While there she was permitted to go on daily walks in front of the castle.	Mary was allowed out within the castle grounds.
			3. When Mary moved to Bolton Castle her staff totalled 50 servants including a secretary, a doctor and two cooks.	Mary was allowed a large household.
			4. Desperate to escape her imprisonment, Mary became involved in the Babington Plot, which made Elizabeth furious.	Mary plotted to get free.
			<p><b>Possible points of significant omission may include:</b></p> <p>5. Casket letters attributed to Mary, were used against her</p> <p>6. Mary was moved frequently</p> <p>7. Mary was closely guarded throughout her imprisonment</p> <p>8. Mary was spied upon by her jailors</p>	

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					9. Mary was linked to several conspiracies, for example, the Ridolfi plot 10. Mary's imprisonment ended with her execution 11. any other valid point of significant omission.

Section 1 – Scottish Contexts

PART C – The Treaty of Union, 1689–1715

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
11.	<p><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></p> <p>Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. <b>A second mark</b> should be awarded for each point that is developed, up to a <b>maximum of 4 marks.</b></p> <p>Candidates may achieve full marks by providing four straightforward points, by making <b>two</b> developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. the Convention of Estates stated that Scots could act independently of the monarch</li> <li>2. the Claim of Right declared that James had lost the throne</li> <li>3. the Scottish Act of Settlement secured the Presbyterian Church in Scotland</li> <li>4. Scottish Jacobite MPs openly opposed the new monarchy in the Scottish Parliament</li> <li>5. Government troops killed members of the MacDonald clan in the Glencoe Massacre</li> <li>6. The Worcester incident increased tension</li> <li>7. failure of the Darien Scheme was blamed on lack of English support</li> <li>8. any other valid point of knowledge.</li> </ol>

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12.	<p><i>Candidates can be credited in a number of ways up to a maximum of 9 marks.</i></p> <p>Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p>Up to <b>5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> given for each point. <b>If only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge.</p> <p><b>A further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to <b>4 marks</b> should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors)</li> <li>• <b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors)</li> <li>• <b>1 mark</b> for a conclusion with a valid judgement (or overall summary)</li> <li>• <b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</li> </ul>	9	<table border="1"> <thead> <tr> <th data-bbox="935 176 1139 389">Possible factors:</th> <th data-bbox="1139 176 1469 389">Key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td data-bbox="935 389 1139 994">Religious concerns</td> <td data-bbox="1139 389 1469 994"> <ol style="list-style-type: none"> <li>1. Presbyterians opposed Union as they feared bishops returning to control the Church of Scotland</li> <li>2. Episcopalians opposed Union as they feared it would lead to Presbyterian control</li> <li>3. Catholics opposed Union as Catholics were barred from becoming the monarch</li> </ol> </td> </tr> <tr> <td data-bbox="935 994 1139 1391">Economic concerns</td> <td data-bbox="1139 994 1469 1391"> <ol style="list-style-type: none"> <li>4. feared Union could lead to increased taxes in Scotland</li> <li>5. Union would give England control of Scottish trade</li> <li>6. English manufacturers could produce goods more cheaply</li> </ol> </td> </tr> <tr> <td data-bbox="935 1391 1139 1547">Political concerns</td> <td data-bbox="1139 1391 1469 1547"> <ol style="list-style-type: none"> <li>7. a British Parliament would be dominated by England</li> </ol> </td> </tr> <tr> <td data-bbox="935 1547 1139 1912">Cultural concerns</td> <td data-bbox="1139 1547 1469 1912"> <ol style="list-style-type: none"> <li>8. Union could be a danger to Scottish legal and educational traditions</li> <li>9. Union could lead to an end to Scotland's identity as an independent nation</li> </ol> </td> </tr> <tr> <td data-bbox="935 1912 1139 2018">Other factors</td> <td data-bbox="1139 1912 1469 2018"> <ol style="list-style-type: none"> <li>10. any other valid point.</li> </ol> </td> </tr> </tbody> </table>	Possible factors:	Key points of knowledge to support this factor may include:	Religious concerns	<ol style="list-style-type: none"> <li>1. Presbyterians opposed Union as they feared bishops returning to control the Church of Scotland</li> <li>2. Episcopalians opposed Union as they feared it would lead to Presbyterian control</li> <li>3. Catholics opposed Union as Catholics were barred from becoming the monarch</li> </ol>	Economic concerns	<ol style="list-style-type: none"> <li>4. feared Union could lead to increased taxes in Scotland</li> <li>5. Union would give England control of Scottish trade</li> <li>6. English manufacturers could produce goods more cheaply</li> </ol>	Political concerns	<ol style="list-style-type: none"> <li>7. a British Parliament would be dominated by England</li> </ol>	Cultural concerns	<ol style="list-style-type: none"> <li>8. Union could be a danger to Scottish legal and educational traditions</li> <li>9. Union could lead to an end to Scotland's identity as an independent nation</li> </ol>	Other factors	<ol style="list-style-type: none"> <li>10. any other valid point.</li> </ol>	
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				<p><b>Point identified in the source</b></p>	<p><b>Possible comment which shows the candidate has interpreted the key point(s)</b></p>
				<p>1. The Union gave Scotland free access to the large English domestic and colonial markets opening new trade links.</p>	<p>Scots had access to new trading opportunities.</p>
				<p>2. Scottish merchants were presented with a chance for personal advancement through positions in the Hudson Bay and East India Company.</p>	<p>Scots were able to gain employment.</p>
				<p>3. Scots had opportunities to buy land in the Caribbean, making money from the production of sugar cane.</p>	<p>Scots made money by investing in the Empire.</p>
				<p>4. Highland chiefs benefited through the black cattle trade which was in demand to feed the growing populations in towns.</p>	<p>Scotland benefited from increased trade with England.</p>

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			<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. the Salt Tax had a negative impact on Scottish fishing</li> <li>6. increased tax on linen</li> <li>7. English farming techniques were copied in Scotland which increased the amount of crops</li> <li>8. the number of Scottish merchants involved in the tobacco trade increased</li> <li>9. many Scots became more involved with smuggling</li> <li>10. industries in towns developed due to increased trade</li> <li>11. any other valid point of significant omission.</li> </ol>



Section 1 – Scottish Contexts

PART D – Migration and Empire, 1830–1939

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
16.	<p><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></p> <p>Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. <b>A second mark</b> should be awarded for each point that is developed, up to a <b>maximum of 4 marks.</b></p> <p>Candidates may achieve full marks by providing four straightforward points, by making <b>two</b> developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. many Irish moved around Scotland in search of employment, for example, agriculture, navvies</li> <li>2. Irish immigrants settled in towns and cities where there was employment in industry</li> <li>3. Catholic Irish tended to settle in poorer areas</li> <li>4. Irish tended to settle near to skilled industries, for example, shipbuilding, iron industry</li> <li>5. large numbers of Jewish immigrants arrived in Scotland in the later nineteenth century</li> <li>6. most Jewish immigrants settled in Glasgow</li> <li>7. Lithuanians settled near to jobs in the coal mining and iron industry</li> <li>8. Italians settling in Scotland often stayed for short time to earn money before returning home.</li> <li>9. any other valid point of knowledge.</li> </ol>

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17.		<p><i>Candidates can be credited in a number of ways up to a maximum of 9 marks.</i></p> <p>Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p>Up to <b>5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> given for each point. <b>If only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge.</p> <p><b>A further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to <b>4 marks</b> should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors)</li> <li>• <b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors)</li> <li>• <b>1 mark</b> for a conclusion with a valid judgement (or overall summary)</li> <li>• <b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</li> </ul>	9	<table border="1"> <thead> <tr> <th>Possible factors:</th> <th>Key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td>Italians</td> <td> <ol style="list-style-type: none"> <li>1. Italians brought new jobs by setting up cafes, restaurants, ice cream shops and fish and chip shops, for example, 'Nardini's' in Largs and Glasgow, 'Valvona and Crolla' in Edinburgh</li> <li>2. Italians contributed to hairdressing, setting up barber and hairdressing businesses</li> </ol> </td> </tr> <tr> <td>Irish</td> <td> <ol style="list-style-type: none"> <li>3. some Irish had skills in weaving and spinning and this was useful in factories</li> <li>4. some Northern Irish had experience in shipbuilding and helped this industry grow</li> <li>5. Irish navvies helped the growth of the railway industry as well as roads, canals, docks and harbours</li> </ol> </td> </tr> </tbody> </table>	Possible factors:	Key points of knowledge to support this factor may include:	Italians	<ol style="list-style-type: none"> <li>1. Italians brought new jobs by setting up cafes, restaurants, ice cream shops and fish and chip shops, for example, 'Nardini's' in Largs and Glasgow, 'Valvona and Crolla' in Edinburgh</li> <li>2. Italians contributed to hairdressing, setting up barber and hairdressing businesses</li> </ol>	Irish	<ol style="list-style-type: none"> <li>3. some Irish had skills in weaving and spinning and this was useful in factories</li> <li>4. some Northern Irish had experience in shipbuilding and helped this industry grow</li> <li>5. Irish navvies helped the growth of the railway industry as well as roads, canals, docks and harbours</li> </ol>
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20.		<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full description of a given event or development.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded <b>up to 3 marks</b> for their interpretation of points from the source which support their judgement.</p> <p>Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<table border="1"> <thead> <tr> <th>Point identified in the source</th> <th>Possible comment which shows the candidate has interpreted the key point(s)</th> </tr> </thead> <tbody> <tr> <td>1. The Scottish woman, Learmonth Dalrymple, helped to create the first girls' school in New Zealand.</td> <td>The first girls' school in New Zealand was created with the help of a Scottish woman.</td> </tr> <tr> <td>2. Scots also helped shape the curriculum of New Zealand's first university in Otago.</td> <td>The curriculum at New Zealand's first university was influenced by Scots.</td> </tr> <tr> <td>3. In terms of politics, the Scot Peter Fraser helped to set up the New Zealand Labour Party in 1916.</td> <td>Scots were important in setting up new political parties such as the Labour Party.</td> </tr> <tr> <td>4. Around the same time, Andrew Fisher became three times Prime Minister of Australia.</td> <td>A Scot was an important politician in Australia.</td> </tr> </tbody> </table> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>Scots developed sheep farming in New Zealand, for example, Donald Reid</li> <li>Scots developed the steel industry in the USA, for example, Andrew Carnegie</li> <li>Scots founded and developed the brewing industry in Australia, for example, Robert McCracken</li> </ol>	Point identified in the source	Possible comment which shows the candidate has interpreted the key point(s)	1. The Scottish woman, Learmonth Dalrymple, helped to create the first girls' school in New Zealand.	The first girls' school in New Zealand was created with the help of a Scottish woman.	2. Scots also helped shape the curriculum of New Zealand's first university in Otago.	The curriculum at New Zealand's first university was influenced by Scots.	3. In terms of politics, the Scot Peter Fraser helped to set up the New Zealand Labour Party in 1916.	Scots were important in setting up new political parties such as the Labour Party.	4. Around the same time, Andrew Fisher became three times Prime Minister of Australia.	A Scot was an important politician in Australia.	
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<ul style="list-style-type: none"> <li>8. Scots created and developed railway networks in India and Canada, for example, James Dalhousie in India, Lord Mount Stephen, Sandford Fleming in Canada</li> <li>9. Scots attacked and killed local Aboriginal people in Australia, for example, Angus McMillan and the Warrigal massacre</li> <li>10. Scots fought the Maoris in New Zealand</li> <li>11. any other valid point of significant omission.</li> </ul>

Section 1 – Scottish Contexts

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

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
21.	<p><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></p> <p>Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. <b>A second mark</b> should be awarded for each point that is developed, up to a <b>maximum of 4 marks.</b></p> <p>Candidates may achieve full marks by providing four straightforward points, by making <b>two</b> developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. gas was first used to cause panic among opposing troops</li> <li>2. wind was used to carry the gas across no man's land</li> <li>3. gas was first used in 1915</li> <li>4. from 1916 poison gas shells were developed which were more efficient</li> <li>5. gas damaged the lungs of soldiers</li> <li>6. mustard gas caused burns to exposed skin</li> <li>7. wind often changed direction and the gas blew back on the soldiers, for example, at the Battle of Loos</li> <li>8. gas masks nullified threat of poison gas</li> <li>9. any other valid point of knowledge.</li> </ol>



Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question						
22.		<p><i>Candidates can be credited in a number of ways up to a maximum of 9 marks.</i></p> <p>Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p>Up to <b>5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> given for each point. <b>If only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge.</p> <p><b>A further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to <b>4 marks</b> should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors)</li> <li>• <b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors)</li> <li>• <b>1 mark</b> for a conclusion with a valid judgement (or overall summary)</li> <li>• <b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</li> </ul>	9	<table border="1"> <thead> <tr> <th>Possible factors:</th> <th>Key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td>Censorship</td> <td> <ol style="list-style-type: none"> <li>1. the Government controlled what people could know about the war, for example, the War Office Press Bureau</li> <li>2. reports of the fighting were limited by the government</li> <li>3. war reporters were strictly controlled about what they could report on</li> <li>4. letters home from soldiers were censored</li> </ol> </td> </tr> <tr> <td>Daily life</td> <td> <ol style="list-style-type: none"> <li>5. the Government decided opening and closing times for pubs, for example, no Sunday opening</li> <li>6. the Government allowed local councils to take over land not being used, for food production</li> <li>7. the Government restricted leisure activities, for example, the buying of binoculars, lighting bonfires</li> <li>8. the Government required travel permits for areas that were militarily important, for example, Orkney</li> </ol> </td> </tr> </tbody> </table>	Possible factors:	Key points of knowledge to support this factor may include:	Censorship	<ol style="list-style-type: none"> <li>1. the Government controlled what people could know about the war, for example, the War Office Press Bureau</li> <li>2. reports of the fighting were limited by the government</li> <li>3. war reporters were strictly controlled about what they could report on</li> <li>4. letters home from soldiers were censored</li> </ol>	Daily life	<ol style="list-style-type: none"> <li>5. the Government decided opening and closing times for pubs, for example, no Sunday opening</li> <li>6. the Government allowed local councils to take over land not being used, for food production</li> <li>7. the Government restricted leisure activities, for example, the buying of binoculars, lighting bonfires</li> <li>8. the Government required travel permits for areas that were militarily important, for example, Orkney</li> </ol>
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Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
25.		<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full description of a given event or development.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded <b>up to 3 marks</b> for their interpretation of points from the source which support their judgement.</p> <p>Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6		<b>Possible comment which shows the candidate has interpreted the key point(s)</b>
				1. Private landlords raised rents leading to over 20,000 tenants refusing to pay the increases.	Shows that tenants were refusing to pay the rent rises.
				2. Many wives and mothers played a key role in organising community action.	Shows that women played a leading part in the rent strikes.
				3. When striking tenants were taken to court in November 1915, sympathetic shipyard workers threatened to strike.	Shows workers supported the rent strikes.
				4. A strike of over 10,000 workers took place later in 1915 in support of the women.	Shows that women had support from other workers.
				<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. women formed the Glasgow Women's Housing Association to resist rent rises, for example, Helen Crawford, Mary Barbour</li> <li>6. women blocked access to tenement closes to stop sheriff officers evicting tenants</li> <li>7. women pelted sheriff officers with objects to prevent them carrying out evictions</li> <li>8. rent strikes happened elsewhere in Scotland, for example, Aberdeen, Dundee and Lanarkshire</li> </ol>	

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					9. further demonstrations were held to protest against the prosecution of rent strikers, for example, demonstrations in George Square 10. rents were frozen at pre-war levels, for example, the Rent Restrictions Act 11. any other valid point of significant omission.

Section 2 – British Contexts

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

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
26.	<p><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></p> <p>Candidates must make a number of relevant, factual points. These do not have to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. <b>A second mark</b> should be awarded for each point that is developed, up to a <b>maximum of 4 marks.</b></p> <p>Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. new burghs were founded, for example, Berwick and Roxburgh</li> <li>2. Sheriffs would collect taxes</li> <li>3. Sheriffs would hold local courts</li> <li>4. roles of Chancellor and Chamberlain were introduced in the Royal Household</li> <li>5. Norman nobles invited to settle in Scotland</li> <li>6. royal charters were issued granting Norman nobility land</li> <li>7. landholding in return for military service was introduced</li> <li>8. building of castles as defensive strongholds</li> <li>9. introduction of new monastic orders to Scotland, for example, Benedictine monks</li> <li>10. creation of own coinage by David I</li> <li>11. any other valid point of knowledge.</li> </ol>

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27.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and <b>should be awarded 1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint <b>should be awarded a second mark</b>.</p> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p><b>Possible points of comparison may include:</b></p> <p>Overall – the sources disagree about the Battle of Hastings.</p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>As a result, the English army that fought at Hastings was made up largely of untrained peasants.</td> <td>By the time the English army arrived at Hastings, it had been reinforced with trained knights.</td> </tr> <tr> <td>The exhausted and battle-weary English army marched to the Normans just outside Hastings.</td> <td>The English army, led by King Harold, were energised and ready for battle.</td> </tr> <tr> <td>The Normans pretended to retreat and successfully drew the English troops away from their defensive line.</td> <td>Some Normans fled because they heard a rumour that the Duke of Normandy had been killed and they were pursued by the English.</td> </tr> </tbody> </table>	Source A	Source B	As a result, the English army that fought at Hastings was made up largely of untrained peasants.	By the time the English army arrived at Hastings, it had been reinforced with trained knights.	The exhausted and battle-weary English army marched to the Normans just outside Hastings.	The English army, led by King Harold, were energised and ready for battle.	The Normans pretended to retreat and successfully drew the English troops away from their defensive line.	Some Normans fled because they heard a rumour that the Duke of Normandy had been killed and they were pursued by the English.
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Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
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			<p>1. The Church collected taxes from everyone which meant it could provide food if a harvest failed.</p>	<p>The Church provided support for people in case of food shortages.</p>
			<p>2. Religion also provided a sense of purpose and belonging in communities which brought reassurance to people.</p>	<p>The Church was the focal point of the community.</p>
			<p>3. An important aspect of religious life was death, and the Church administered the last rites for a dying person.</p>	<p>The Church was present at the most significant points of people's lives.</p>
			<p>4. The Church was also important to the King as it was able to provide important political advice.</p>	<p>The Church was able to advise the monarch.</p>
			<p><b>Possible points of significant omission may include:</b></p> <p>5. the Church would also hear confessions from people which was an important aspect of religious life</p> <p>6. the Church would officiate other key life events such as marriages and baptisms</p>	

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<ul style="list-style-type: none"> <li>7. people celebrated Church Holy Days, for example, Saints Days and religious festivals such as Easter, Christmas</li> <li>8. the Church was a major employer in the local community</li> <li>9. the Church would provide a career for boys which was seen as important</li> <li>10. as a major landowner it provided land to tenant farmers, collected rents</li> <li>11. any other valid point of significant omission.</li> </ul>

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			<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. one third of the population of England died as a result of the Black Death</li> <li>2. villages became derelict with farms and homes abandoned</li> <li>3. effects on agriculture, for example, livestock died; crops rotted in fields</li> <li>4. the feudal system collapsed when people moved chasing higher wages</li> <li>5. any other valid point of significant omission.</li> </ol>

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(b)	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <p><b>A maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	<p><b>Examples of aspects of the source and relevant comments:</b></p> <table border="1" data-bbox="938 286 1465 1133"> <thead> <tr> <th data-bbox="938 286 1158 389">Aspect of the source</th> <th data-bbox="1158 286 1465 389">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="938 389 1158 586"><b>Author:</b> modern historian</td> <td data-bbox="1158 389 1465 586">Useful as they are a well-informed expert on saints, relics and pilgrimage.</td> </tr> <tr> <td data-bbox="938 586 1158 779"><b>Type of Source:</b> textbook</td> <td data-bbox="1158 586 1465 779">Useful because the issue will have been researched thoroughly before publication.</td> </tr> <tr> <td data-bbox="938 779 1158 1003"><b>Purpose:</b> to inform</td> <td data-bbox="1158 779 1465 1003">Useful as it has been written to explain the role of saints, relics and pilgrimage in the medieval period.</td> </tr> <tr> <td data-bbox="938 1003 1158 1133"><b>Timing:</b> 2010</td> <td data-bbox="1158 1003 1465 1133">Useful as it has been written with the benefit of hindsight.</td> </tr> </tbody> </table> <table border="1" data-bbox="938 1167 1465 2121"> <thead> <tr> <th data-bbox="938 1167 1193 1261">Content</th> <th data-bbox="1193 1167 1465 1261">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="938 1261 1193 1525">The church encouraged people to go on pilgrimage to visit special holy places called shrines.</td> <td data-bbox="1193 1261 1465 1525">Useful because it is accurate (the church encouraged pilgrimage).</td> </tr> <tr> <td data-bbox="938 1525 1193 1789">Pilgrims would pray to God and saints at these holy shrines once given access by the keeper of the shrine.</td> <td data-bbox="1193 1525 1465 1789">Useful because it is accurate (people would travel to shrines to worship).</td> </tr> <tr> <td data-bbox="938 1789 1193 2121">Sometimes pilgrims would be allowed to touch or kiss holy relics but they would have to pay money to the keeper of the shrine.</td> <td data-bbox="1193 1789 1465 2121">Useful because it is accurate (the keeper of the shrine would charge people to touch or kiss relics).</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> modern historian	Useful as they are a well-informed expert on saints, relics and pilgrimage.	<b>Type of Source:</b> textbook	Useful because the issue will have been researched thoroughly before publication.	<b>Purpose:</b> to inform	Useful as it has been written to explain the role of saints, relics and pilgrimage in the medieval period.	<b>Timing:</b> 2010	Useful as it has been written with the benefit of hindsight.	Content	Possible comment	The church encouraged people to go on pilgrimage to visit special holy places called shrines.	Useful because it is accurate (the church encouraged pilgrimage).	Pilgrims would pray to God and saints at these holy shrines once given access by the keeper of the shrine.	Useful because it is accurate (people would travel to shrines to worship).	Sometimes pilgrims would be allowed to touch or kiss holy relics but they would have to pay money to the keeper of the shrine.	Useful because it is accurate (the keeper of the shrine would charge people to touch or kiss relics).
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					<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. people would visit shrines to pray for their sins</li> <li>2. shrine keepers would give stamped badges to pilgrims</li> <li>3. some pilgrims would travel abroad</li> <li>4. pilgrims would travel in groups to prevent attacks from outlaws</li> <li>5. any other valid point of significant omission.</li> </ol>

Section 2 – British Contexts

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

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
31.	<p><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></p> <p>Candidates must make a number of relevant, factual points. These do not have to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. <b>A second mark</b> should be awarded for each point that is developed, up to a <b>maximum of 4 marks.</b></p> <p>Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. James was perceptive</li> <li>2. James was diplomatic</li> <li>3. James believed he was capable of out-arguing almost anyone</li> <li>4. James had an extravagant character and enjoyed spending money</li> <li>5. James was paranoid and fearful of being assassinated</li> <li>6. James had a vulgar sense of humour</li> <li>7. James had a strong sense of duty and was aware of the dignity of kingship</li> <li>8. James was able to make decisions quickly</li> <li>9. any other valid point of knowledge.</li> </ol>



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32.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and <b>should be awarded 1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint <b>should be awarded a second mark</b>.</p> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p><b>Possible points of comparison may include:</b></p> <p>Overall – the sources disagree about the arguments over revenue and religion during the reign of King James VI and I.</p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>King James was celebrated for overcoming years of strife in England regarding religious and financial challenges.</td> <td>Overall, James did not always deal successfully with the religious and financial challenges of his reign.</td> </tr> <tr> <td>His low taxation policy had earned him love and respect from his countrymen.</td> <td>The country, represented through the House of Commons, would react angrily when James introduced new taxes.</td> </tr> <tr> <td>Furthermore, he was tolerant towards Catholics, even after the Gunpowder Plot when he insisted that he would not become a persecutor of Catholics.</td> <td>He also hated Catholics, especially after the Gunpowder plot when he enforced strict penalties against them.</td> </tr> </tbody> </table>	Source A	Source B	King James was celebrated for overcoming years of strife in England regarding religious and financial challenges.	Overall, James did not always deal successfully with the religious and financial challenges of his reign.	His low taxation policy had earned him love and respect from his countrymen.	The country, represented through the House of Commons, would react angrily when James introduced new taxes.	Furthermore, he was tolerant towards Catholics, even after the Gunpowder Plot when he insisted that he would not become a persecutor of Catholics.	He also hated Catholics, especially after the Gunpowder plot when he enforced strict penalties against them.
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33.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed.</p> <p>Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. Parliament objected to Charles' belief in the Divine Right of Kings</li> <li>2. Parliament objected to his attitude to the Church of England</li> <li>3. resentment when Charles levied taxes on tonnage and poundage</li> <li>4. resentment at other money raising methods, for example, selling knighthoods</li> <li>5. Parliament resented forced loans and imprisonment without trial laws (leads to Parliament presenting the Petition of Right in 1628)</li> <li>6. Charles' dissolving of Parliament (1626 and 1629) frustrated MPs</li> <li>7. frustration at Charles' failures in foreign policy, for example, France, Spain</li> <li>8. any other valid reason.</li> </ol>

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34.		<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full explanation of a given event or development.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded <b>up to 3 marks</b> for their interpretation of points from the source which support their judgement.</p> <p>Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<table border="1"> <thead> <tr> <th>Point identified in the source</th> <th>Possible comment which shows the candidate has interpreted the key point(s)</th> </tr> </thead> <tbody> <tr> <td>1. These were made worse by the Act of Revocation that took former church lands from the nobility, which angered the nobles.</td> <td>Charles annoyed the nobles by taking back their land.</td> </tr> <tr> <td>2. Some also felt that this would serve to create a rich church again, like the Catholic model.</td> <td>Some were annoyed that the church may become rich again.</td> </tr> <tr> <td>3. When Charles insisted his coronation be held with full Anglican rites, many were horrified and thought this was too much like Catholicism.</td> <td>Some disapproved of Charles' coronation.</td> </tr> <tr> <td>4. Charles never returned to Scotland after his coronation and was resented for being an absentee monarch.</td> <td>Charles was resented for not returning to Scotland.</td> </tr> </tbody> </table>	Point identified in the source	Possible comment which shows the candidate has interpreted the key point(s)	1. These were made worse by the Act of Revocation that took former church lands from the nobility, which angered the nobles.	Charles annoyed the nobles by taking back their land.	2. Some also felt that this would serve to create a rich church again, like the Catholic model.	Some were annoyed that the church may become rich again.	3. When Charles insisted his coronation be held with full Anglican rites, many were horrified and thought this was too much like Catholicism.	Some disapproved of Charles' coronation.	4. Charles never returned to Scotland after his coronation and was resented for being an absentee monarch.	Charles was resented for not returning to Scotland.	<p><b>Possible points of significant omission may include:</b></p> <p>5. the introduction of Laud's Canons was opposed in Scotland</p> <p>6. opposition to Bishops being introduced into Scottish churches</p>
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					<ul style="list-style-type: none"> <li>7. the introduction of the new Prayer Book was resented in Scotland</li> <li>8. resentment at the abolition of the Presbyteries in Scotland</li> <li>9. anger that Charles declared the General Assembly was not allowed to meet</li> <li>10. any other valid point of significant omission.</li> </ul>

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Groups of Scots who were unhappy with Charles' rule, took advantage of the riot and decided to teach Charles a lesson.	Useful because it is accurate (Scots disgruntled with Charles' decisions, took advantage of the popular religious discontent).																					
This event marked a significant public expression of the growing opposition to Charles in Scotland.	Useful as it is accurate (the riot was an important event in public opposition to Charles in Scotland).																					

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. women were to the fore of the religious protests.</li> <li>2. a woman called Jenny Geddes is reputed to have thrown a stool at the Dean.</li> <li>3. others threw prayer books and continued their protest outside the church.</li> <li>4. church services were suspended for a week for fear of public uprising.</li> <li>5. the St Giles riot led to the signing of the National Covenant in 1638.</li> <li>6. any other valid point of significant omission.</li> </ol>



Section 2 – British contexts

PART C – The Atlantic Slave Trade, 1770–1807

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
36.	<p><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></p> <p>Candidates must make a number of relevant, factual points. These do not have to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. <b>A second mark</b> should be awarded for each point that is developed, up to a <b>maximum of 4 marks.</b></p> <p>Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. enslaved people were chained together</li> <li>2. enslaved people had very little space in the hold</li> <li>3. the floors were covered in human waste</li> <li>4. diseases were widespread, for example, dysentery</li> <li>5. exploitation of female slaves by crew</li> <li>6. enslaved people were kept below deck for long periods</li> <li>7. overcrowded conditions caused extreme heat in the hold</li> <li>8. enslaved people were often made sick by poor diet</li> <li>9. any other valid point of knowledge.</li> </ol>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
37.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and <b>should be awarded 1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint <b>should be awarded a second mark</b>.</p> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p><b>Possible points of comparison may include:</b></p> <p>Overall – the sources disagree about how enslaved people were treated in a slave factory.</p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>I have seen slaves with plenty of space to walk around when they were held in slave factories.</td> <td>Enslaved people lived in cramped, poorly ventilated dungeons.</td> </tr> <tr> <td>The slaves I saw during my visit were always well-fed and watered which kept them healthy.</td> <td>Captives were often kept without water and given poor quality food.</td> </tr> <tr> <td>There was enough space for captives to sleep while held in the slave factories.</td> <td>There was little room for enslaved people to lie down to rest.</td> </tr> </tbody> </table>	Source A	Source B	I have seen slaves with plenty of space to walk around when they were held in slave factories.	Enslaved people lived in cramped, poorly ventilated dungeons.	The slaves I saw during my visit were always well-fed and watered which kept them healthy.	Captives were often kept without water and given poor quality food.	There was enough space for captives to sleep while held in the slave factories.	There was little room for enslaved people to lie down to rest.
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Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
38.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed.</p> <p>Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. diseases and enslavement killed native peoples, for example, the Arawaks</li> <li>2. plantations took over smaller farms causing a loss of livelihood for farmers on these islands</li> <li>3. large areas of the natural environment were ruined to make way for the sugar cane</li> <li>4. the slave trade caused an overreliance on sugar production, damaging the economy</li> <li>5. repressive rule by a white minority caused destructive slave rebellions</li> <li>6. slavery led to an increase in racism</li> <li>7. Slave Laws which led to brutal punishment of enslaved people created a culture of fear in the islands</li> <li>8. profits from slave produced goods were not reinvested in the Caribbean but sent to Britain</li> <li>9. any other valid reason.</li> </ol>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question											
39.		<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full description or explanation of a given event or development.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded <b>up to 3 marks</b> for their interpretation of points from the source which support their judgement.</p> <p>Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<table border="1"> <thead> <tr> <th>Point identified in the source</th> <th>Possible comment which shows the candidate has interpreted the key point(s)</th> </tr> </thead> <tbody> <tr> <td>1. Enslaved people who were branded found it difficult to run away because they were easily identified.</td> <td>Branded enslaved people were often caught quickly making it harder to escape.</td> </tr> <tr> <td>2. Hunters were hired to track down missing enslaved people meaning they were often returned to their owners.</td> <td>Missing slaves were often found by men hired to find them meaning it was harder to remain free.</td> </tr> <tr> <td>3. Slave owners put up posters describing runaways, making it harder for them to remain free.</td> <td>Posters made it harder for enslaved people to remain anonymous.</td> </tr> <tr> <td>4. Enslaved people who engaged in resistance faced severe punishments, making them less likely to rebel.</td> <td>Strict punishments would stop enslaved people rebelling.</td> </tr> </tbody> </table>	Point identified in the source	Possible comment which shows the candidate has interpreted the key point(s)	1. Enslaved people who were branded found it difficult to run away because they were easily identified.	Branded enslaved people were often caught quickly making it harder to escape.	2. Hunters were hired to track down missing enslaved people meaning they were often returned to their owners.	Missing slaves were often found by men hired to find them meaning it was harder to remain free.	3. Slave owners put up posters describing runaways, making it harder for them to remain free.	Posters made it harder for enslaved people to remain anonymous.	4. Enslaved people who engaged in resistance faced severe punishments, making them less likely to rebel.	Strict punishments would stop enslaved people rebelling.	
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Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
				<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. enslaved people came from different tribes and languages so found it harder to organise rebellions</li> <li>6. troops stationed on the islands would be used to crush rebellion or resistance on plantations</li> <li>7. plantation owners had guns to help subdue rebellion which made them stronger than the enslaved people</li> <li>8. rebel ringleaders were tried and executed publicly which deterred others from rebelling</li> <li>9. families could be split up which deterred many from resisting</li> <li>10. enslaved people found it hard to resist as they were often too tired and hungry to do so</li> <li>11. any other valid point of significant omission.</li> </ol>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question																		
40.	(a)	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <p><b>A maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	<p>Examples of aspects of the source and relevant comments:</p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td><b>Author:</b> modern historian</td> <td>Useful as it is a well-informed historian who is an expert about the methods used by the abolitionists.</td> </tr> <tr> <td><b>Type of Source:</b> textbook</td> <td>Useful as it is a textbook which has been well researched.</td> </tr> <tr> <td><b>Purpose:</b> to inform</td> <td>Useful as it is intended to give information about the abolitionist campaign.</td> </tr> <tr> <td><b>Timing:</b> 2018</td> <td>Useful as it is written with the benefit of hindsight.</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>In the 1780s, Africans who had freed themselves formed the Sons of Africa, giving lectures about their horrific experiences.</td> <td>Useful because it is accurate (former enslaved people educated the public about the slave trade).</td> </tr> <tr> <td>In 1787, Cugoano published a book on the evils of slavery in the British Caribbean, which shocked its readers.</td> <td>Useful because it is accurate (books were written about the horrors of the slave trade).</td> </tr> <tr> <td>Thomas Clarkson travelled around Britain and West Africa collecting evidence against Atlantic slavery.</td> <td>Useful because it is accurate (Clarkson gathered instruments used on the slave trade).</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> modern historian	Useful as it is a well-informed historian who is an expert about the methods used by the abolitionists.	<b>Type of Source:</b> textbook	Useful as it is a textbook which has been well researched.	<b>Purpose:</b> to inform	Useful as it is intended to give information about the abolitionist campaign.	<b>Timing:</b> 2018	Useful as it is written with the benefit of hindsight.	Content	Possible comment	In the 1780s, Africans who had freed themselves formed the Sons of Africa, giving lectures about their horrific experiences.	Useful because it is accurate (former enslaved people educated the public about the slave trade).	In 1787, Cugoano published a book on the evils of slavery in the British Caribbean, which shocked its readers.	Useful because it is accurate (books were written about the horrors of the slave trade).	Thomas Clarkson travelled around Britain and West Africa collecting evidence against Atlantic slavery.	Useful because it is accurate (Clarkson gathered instruments used on the slave trade).
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Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. campaigners produced art to publicise the abolitionist cause, for example, Hannah More, Josiah Wedgewood</li> <li>2. Equiano wrote an autobiography and toured Britain doing speaking tours educating people about the slave trade</li> <li>3. Wilberforce presented an abolition bill in Parliament every year for 18 years</li> <li>4. women organised a boycott on sugar produced by enslaved people</li> <li>5. any other valid point of significant omission.</li> </ol>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question																
	(b)	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <p><b>A maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	<p><b>Examples of aspects of the source and relevant comments:</b></p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td><b>Author:</b> modern historian</td> <td>Useful as it is a historian who would be an expert on the living and working conditions of enslaved people on plantations.</td> </tr> <tr> <td><b>Type of Source:</b> textbook</td> <td>Useful as the source is a history book meaning its research is more likely to be accurate.</td> </tr> <tr> <td><b>Purpose:</b> to inform</td> <td>Useful as the purpose of the source is to educate people about living and working conditions for enslaved people on plantations.</td> </tr> <tr> <td><b>Timing:</b> 2011</td> <td>Useful as the source was written with the benefit of hindsight.</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>Enslaved people did not have much furniture in their huts on the plantations.</td> <td>Useful because it is accurate (accommodation was often very basic).</td> </tr> <tr> <td>They slept on simple beds made from boards, with just a mat and blanket to provide basic comfort.</td> <td>Useful because it is accurate (most slaves slept on very simple beds).</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> modern historian	Useful as it is a historian who would be an expert on the living and working conditions of enslaved people on plantations.	<b>Type of Source:</b> textbook	Useful as the source is a history book meaning its research is more likely to be accurate.	<b>Purpose:</b> to inform	Useful as the purpose of the source is to educate people about living and working conditions for enslaved people on plantations.	<b>Timing:</b> 2011	Useful as the source was written with the benefit of hindsight.	Content	Possible comment	Enslaved people did not have much furniture in their huts on the plantations.	Useful because it is accurate (accommodation was often very basic).	They slept on simple beds made from boards, with just a mat and blanket to provide basic comfort.	Useful because it is accurate (most slaves slept on very simple beds).
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Section 2 – British contexts

PART D – Changing Britain, 1760–1914

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
41.		<p><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></p> <p>Candidates must make a number of relevant, factual points. These do not have to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. <b>A second mark</b> should be awarded for each point that is developed, up to a <b>maximum of 4 marks.</b></p> <p>Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. clean water supplied to houses</li> <li>2. improved sanitation which carried away waste</li> <li>3. slum clearances got rid of some of the poorest quality housing</li> <li>4. new homes were built which reduced overcrowding</li> <li>5. abolition of the Window Tax in 1851 allowed for more light and fresh air in homes</li> <li>6. health boards were created to ensure laws were followed, for example, 1848 Public Health Act</li> <li>7. laws were enforced on slum clearance and sewers, for example, 1875 Public Health Act</li> <li>8. provision of shared toilets</li> <li>9. any other valid point of knowledge.</li> </ol>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
42.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and <b>should be awarded 1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint <b>should be awarded a second mark</b>.</p> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p><b>Possible points of comparison may include:</b></p> <p>Overall – the sources disagree about the causes of medical problems.</p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>He concluded that disease amongst the working class was not caused by their own behaviour, but by filth on the streets.</td> <td>Many people believed that poverty and ill-health were caused by idleness amongst the working classes.</td> </tr> <tr> <td>The report found a link between poor living standards such as overcrowding and the spread of disease.</td> <td>The government believed that living standards had no impact on health and were therefore not their responsibility.</td> </tr> <tr> <td>The lack of clean drinking water was also most likely a cause of much disease, such as cholera.</td> <td>Many blamed diseases such as cholera on bad air in the atmosphere, known as miasma.</td> </tr> </tbody> </table>	Source A	Source B	He concluded that disease amongst the working class was not caused by their own behaviour, but by filth on the streets.	Many people believed that poverty and ill-health were caused by idleness amongst the working classes.	The report found a link between poor living standards such as overcrowding and the spread of disease.	The government believed that living standards had no impact on health and were therefore not their responsibility.	The lack of clean drinking water was also most likely a cause of much disease, such as cholera.	Many blamed diseases such as cholera on bad air in the atmosphere, known as miasma.
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45.	(a)	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <p><b>A maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	<p>Examples of aspects of the source and relevant comments:</p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td><b>Author:</b> modern historian</td> <td>Useful as they are a well-informed expert on the 1832 Reform Act.</td> </tr> <tr> <td><b>Type of Source:</b> textbook</td> <td>Useful as will be well researched to ensure correct details.</td> </tr> <tr> <td><b>Purpose:</b> to inform</td> <td>Intended to give useful information about the 1832 Reform Act.</td> </tr> <tr> <td><b>Timing:</b> 2007</td> <td>Useful as written with the benefit of hindsight.</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>The right of some depopulated areas to elect an MP was taken away.</td> <td>Useful because it is accurate (describes the redistribution of seats).</td> </tr> <tr> <td>Middle class men who earned a certain amount gained the vote.</td> <td>Useful because it is accurate (more men were given the vote).</td> </tr> <tr> <td>Most men and all women, still had no vote.</td> <td>Useful because it is accurate (most men and all women, still had no vote).</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> modern historian	Useful as they are a well-informed expert on the 1832 Reform Act.	<b>Type of Source:</b> textbook	Useful as will be well researched to ensure correct details.	<b>Purpose:</b> to inform	Intended to give useful information about the 1832 Reform Act.	<b>Timing:</b> 2007	Useful as written with the benefit of hindsight.	Content	Possible comment	The right of some depopulated areas to elect an MP was taken away.	Useful because it is accurate (describes the redistribution of seats).	Middle class men who earned a certain amount gained the vote.	Useful because it is accurate (more men were given the vote).	Most men and all women, still had no vote.	Useful because it is accurate (most men and all women, still had no vote).
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Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question
					<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. MPs were still unpaid</li> <li>2. there was still no secret ballot</li> <li>3. bigger industrial towns got a few more MPs to represent them, for example, Manchester</li> <li>4. the act applied new rules across the whole of the UK</li> <li>5. any other valid point of significant omission.</li> </ol>



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				<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. farmers were concerned passing trains would disturb livestock</li> <li>2. people in rural areas were concerned trains would bring in 'undesirables' from the towns and cities</li> <li>3. many disliked the 'navvies' who built the railways as they believed navvies to be drunken criminals</li> <li>4. canal workers and owners disliked railways as they were a threat to their jobs</li> <li>5. any other valid point of significant omission.</li> </ol>

Section 2 – British contexts

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

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
46.	<p><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></p> <p>Candidates must make a number of relevant, factual points. These do not have to be in any particular order.</p> <p><b>1 mark</b> should be awarded for each accurate relevant key point of knowledge. <b>A second mark</b> should be awarded for each point that is developed, up to a <b>maximum of 4 marks.</b></p> <p>Candidates may achieve full marks by providing four straightforward points, by making two developed points (or any combination of these).</p>	4	<p><b>Possible points of knowledge may include:</b></p> <ol style="list-style-type: none"> <li>1. low wages</li> <li>2. unemployment</li> <li>3. poor living conditions, for example, sanitation</li> <li>4. limited help for those who were destitute, for example, voluntary organisations, workhouses</li> <li>5. lack of affordable health care</li> <li>6. high death rates</li> <li>7. lack of educational opportunities</li> <li>8. overcrowding, for example, large families</li> <li>9. any other valid point of knowledge.</li> </ol>

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47.		<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must interpret the evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A <b>simple comparison</b> will indicate what points of detail or viewpoint the sources agree or disagree on and <b>should be awarded 1 mark</b>. A <b>developed comparison</b> of the points of detail or overall viewpoint <b>should be awarded a second mark</b>.</p> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons (or by any combination of these).</p>	4	<p><b>Possible points of comparison may include:</b></p> <p>Overall – the sources disagree on the surveys carried out by Booth and Rowntree.</p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>Booth and Rowntree’s reports were widely read by the British public.</td> <td>However, many people in Britain did not read the reports of Booth and Rowntree and this limited the impact of the reports.</td> </tr> <tr> <td>Booth’s report was based on research in London only, so many people rejected its findings on poverty.</td> <td>The extent of poverty revealed in Booth’s report shocked people leading to pressure for change in how poverty was dealt with.</td> </tr> <tr> <td>These surveys helped to change the minds of the British public by proving that poverty was not the fault of the individual.</td> <td>As a result, lots of people in Britain continued to believe in laissez-faire policies, that those living in poverty had to help themselves.</td> </tr> </tbody> </table>	Source A	Source B	Booth and Rowntree’s reports were widely read by the British public.	However, many people in Britain did not read the reports of Booth and Rowntree and this limited the impact of the reports.	Booth’s report was based on research in London only, so many people rejected its findings on poverty.	The extent of poverty revealed in Booth’s report shocked people leading to pressure for change in how poverty was dealt with.	These surveys helped to change the minds of the British public by proving that poverty was not the fault of the individual.	As a result, lots of people in Britain continued to believe in laissez-faire policies, that those living in poverty had to help themselves.
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48.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed.</p> <p>Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. the reforms did not help all groups so many people still lived in poverty</li> <li>2. some of the benefits were below subsistence level, for example, Old Age Pensions Act</li> <li>3. some of the acts were not compulsory which meant many could not access support, for example, Free School Meals Act</li> <li>4. medical inspections did not provide treatment so there was no health benefit</li> <li>5. some of the reforms were difficult to enforce, for example, Children's Charter</li> <li>6. insurance contributions often resulted in a wage cut for the worker</li> <li>7. families of workers were not covered by health insurance</li> <li>8. unemployment insurance only covered certain trades, for example, shipbuilding</li> <li>9. unemployment benefit restricted to 15 weeks leaving those without work struggling to make ends meet</li> <li>10. any other valid reason.</li> </ol>

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49.		<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full explanation of a given event or development.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded <b>up to 3 marks</b> for their interpretation of points from the source which support their judgement.</p> <p>Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<table border="1"> <thead> <tr> <th>Point identified in the source</th> <th>Possible comment which shows the candidate has interpreted the key point(s)</th> </tr> </thead> <tbody> <tr> <td>1. Due to extensive bombings, the government provided temporary housing and many people hoped that this kind of support would continue.</td> <td>This shows that Government help for housing became expected.</td> </tr> <tr> <td>2. Owing to conscription, people were more accepting of government involvement in helping with social problems.</td> <td>People understood the need for Government action in their lives.</td> </tr> <tr> <td>3. Mothers with two or more children also enjoyed the benefits of the Family Allowances Act introduced during the War, which gave additional financial support.</td> <td>Families liked the extra monetary payments from the Government brought in during the War.</td> </tr> <tr> <td>4. In addition, the common experience of wartime changed what people thought the role of government should be for helping people in need.</td> <td>Beveridge's report made people expect the Government would provide assistance after the War.</td> </tr> </tbody> </table>	Point identified in the source	Possible comment which shows the candidate has interpreted the key point(s)	1. Due to extensive bombings, the government provided temporary housing and many people hoped that this kind of support would continue.	This shows that Government help for housing became expected.	2. Owing to conscription, people were more accepting of government involvement in helping with social problems.	People understood the need for Government action in their lives.	3. Mothers with two or more children also enjoyed the benefits of the Family Allowances Act introduced during the War, which gave additional financial support.	Families liked the extra monetary payments from the Government brought in during the War.	4. In addition, the common experience of wartime changed what people thought the role of government should be for helping people in need.	Beveridge's report made people expect the Government would provide assistance after the War.	
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				<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. many were shocked by the poor health of evacuated children</li> <li>6. experience of war affected rich and poor alike which created greater sympathy for those living in poverty</li> <li>7. the benefits of rationing highlighted the need for government help on food</li> <li>8. many people liked increased government focus on the welfare of the British public, for example, free school milk, increased pensions</li> <li>9. the war had revealed the extent of poverty which shocked many and led to demands for more action</li> <li>10. any other valid point of significant omission.</li> </ol>

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					<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. universal access so all British people could use NHS services</li> <li>2. services available, for example, GP treatment, optical care, dentists</li> <li>3. specialist hospitals and centres were created, for example, fever hospitals</li> <li>4. reaction from British public, for example, huge demand for services</li> <li>5. issues with NHS, for example, long waiting times for beds, rising cost of treatment</li> <li>6. cost for some treatments began to be introduced, for example, prescriptions</li> <li>7. any other valid point of significant omission.</li> </ol>

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					<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. poor quality housing (Squalor) was another social issue facing the British people</li> <li>2. poor health (Disease) was a cause of poverty</li> <li>3. unemployment (Idleness) limited income causing poverty</li> <li>4. lack of education (ignorance) prevented many from accessing jobs or opportunities</li> <li>5. any other valid point of significant omission.</li> </ol>

Section 3 – European and world contexts

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

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
51.		<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full description of a given event or development.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to <b>3 marks</b> for their interpretation of points from the source which support their judgement.</p> <p>Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6		
				<p><b>Point identified in the source</b></p>	<p><b>Possible comment which shows the candidate has interpreted the key point(s)</b></p>
				<p>1. Knights captured a series of strategically important cities using a combination of siege tactics and speed.</p>	<p>Knights quickly moved to capture important cities by siege tactics.</p>
				<p>2. Another tactic used by knights was that they sometimes divided their army, helping them to surround important cities and castles.</p>	<p>The knights split their army to surround the key cities and castles.</p>
				<p>3. The knights conducted long sieges of powerful cities to deny them food and supplies.</p>	<p>The knights used siege warfare to capture important cities.</p>
				<p>4. Sometimes the knights benefited from the treachery of castle commanders during battles.</p>	<p>The knights sometimes used defenders to help them capture cities.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
				<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. army tactics generally relied on heavily armoured knights</li> <li>6. knights often tried to defeat opponents with powerful cavalry charges</li> <li>7. knights sometimes fought on foot and were equipped with armour, shields, and hand weapons, for example, spears or swords</li> <li>8. knights built siege engines to help them capture large, powerful castles</li> <li>9. knights also built powerful fortresses to hold onto conquered land</li> <li>10. knights were supplied from the sea from the port cities they captured</li> <li>11. any other valid point of significant omission.</li> </ol>

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				<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. they refused to wait for the more experienced Crusaders before marching on the Holy Land</li> <li>2. faced a more powerful and experienced Muslim enemy</li> <li>3. launched badly planned attacks, for example, the attack at Civetot in 1096</li> <li>4. the People's Crusade's military leader (Walter Sans Avoir) was killed leaving the Crusade poorly led</li> <li>5. any other valid point of significant omission.</li> </ol>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
53.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed.</p> <p>Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. Saladin had a lot of military experience, for example, he was mentored by his uncle, who was a skilled military leader</li> <li>2. Saladin got important jobs which allowed him to advance his own interests, for example, the high official (vizier) of Egypt</li> <li>3. Saladin won early military victories which seemed to show God was on his side, for example, securing the pilgrimage route to Mecca</li> <li>4. Saladin was able to gain total control over Egypt which made him very powerful in the Muslim world</li> <li>5. other Muslim leaders gave Saladin a leadership role in Syria which gave him a powerful base to unite the Muslim world</li> <li>6. attempts to attack or assassinate Saladin by other Muslim leaders were not successful</li> <li>7. Saladin captured key cities making him more powerful, for example, Aleppo</li> <li>8. Saladin won key military victories against the Crusaders which encouraged many Muslims to support his rule, for example, the Battle of Hattin in 1187</li> <li>9. any other valid reason.</li> </ol>



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54.	(a)	<p><i>Candidates can be credited in a number of ways up to a maximum of 9 marks.</i></p> <p>Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p>Up to <b>5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> awarded for each point. <b>If only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge.</p> <p><b>A further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to <b>4 marks</b> should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors)</li> <li>• <b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors)</li> <li>• <b>1 mark</b> for a conclusion with a valid judgement (or overall summary)</li> <li>• <b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</li> </ul>	9	<table border="1"> <thead> <tr> <th>Possible factors:</th> <th>Key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td>Weaknesses of Muslim forces</td> <td> <ol style="list-style-type: none"> <li>1. Saladin was running low on money after many years fighting to hold his gains in the Holy Land</li> <li>2. Saladin's army was becoming less united, making it less effective in battle</li> <li>3. Saladin was becoming old and ill, making him less able to resist the advances of the Crusaders</li> </ol> </td> </tr> <tr> <td>Richard I's leadership</td> <td> <ol style="list-style-type: none"> <li>4. Richard was in a position of sole leadership allowing him to direct Crusader forces as he wished</li> <li>5. he was skilled at using diplomacy to try and secure Crusader gains in the Holy Land. For example, he tried to marry his sister Joan to Saladin's brother</li> <li>6. he was a skilful and brave battlefield leader, as seen in battles such as Jaffa</li> <li>7. ruthless tactics. For example, he killed between 2,500 and 3,000 Muslim prisoners to demonstrate his resolve</li> </ol> </td> </tr> </tbody> </table>	Possible factors:	Key points of knowledge to support this factor may include:	Weaknesses of Muslim forces	<ol style="list-style-type: none"> <li>1. Saladin was running low on money after many years fighting to hold his gains in the Holy Land</li> <li>2. Saladin's army was becoming less united, making it less effective in battle</li> <li>3. Saladin was becoming old and ill, making him less able to resist the advances of the Crusaders</li> </ol>	Richard I's leadership	<ol style="list-style-type: none"> <li>4. Richard was in a position of sole leadership allowing him to direct Crusader forces as he wished</li> <li>5. he was skilled at using diplomacy to try and secure Crusader gains in the Holy Land. For example, he tried to marry his sister Joan to Saladin's brother</li> <li>6. he was a skilful and brave battlefield leader, as seen in battles such as Jaffa</li> <li>7. ruthless tactics. For example, he killed between 2,500 and 3,000 Muslim prisoners to demonstrate his resolve</li> </ol>
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Section 3 – European and world contexts

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

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55.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full description of a given event or development.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to <b>3 marks</b> for their interpretation of points from the source which support their judgement.</p> <p>Candidates should be awarded up to <b>4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Point identified in the source</b></p>	<p><b>Possible comment which shows the candidate has interpreted the key point(s)</b></p>
			<p>1. The HMS Gaspee seized every boat it could, and raided Rhode Island farms for supplies</p>	<p>The navy seized the property of the locals which created resentment.</p>
			<p>2. This made the locals unhappy, but Admiral Montagu warned he would hang anyone who interfered with the Gaspee’s work.</p>	<p>The navy used severe punishments which increased hostility towards British rule.</p>
			<p>3. In June 1772, the Gaspee ran aground in pursuit of a small merchant vessel.</p>	<p>The Gaspee became stranded close to shore.</p>
			<p>4. Local fishermen and merchants seized their chance and boarded the ship during the night.</p>	<p>Locals took control of the Gaspee under cover of darkness.</p>

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				<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. the skipper was shot and forced ashore</li> <li>6. the skipper was arrested by the local sheriff for an earlier seizure of colonial cargo</li> <li>7. the Gaspee was set alight and burned to the waterline</li> <li>8. the crew were taken prisoner and held captive in a cellar</li> <li>9. local courts brought charges against the crew of the Gaspee for illegally seizing goods</li> <li>10. the locals who led the attack were easily identified by the crew, but no arrests were ever made</li> <li>11. any other valid point of significant omission.</li> </ol>

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			<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. many enslaved people remained loyal to the British Empire, for example, they were offered their freedom</li> <li>2. more recent immigrants remained loyal as they had just arrived</li> <li>3. the British army paid bounties to colonists to join loyalist regiments</li> <li>4. some loyalists feared the spread of revolutionary ideas</li> <li>5. any other valid point of significant omission.</li> </ol>

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58.	(a)	<p><i>Candidates can be credited in a number of ways up to a maximum of 9 marks.</i></p> <p>Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p>Up to <b>5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> awarded for each point (but <b>one mark should be deducted</b> if the process is not clear in at least two factors). <b>If only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge.</p> <p><b>A further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to <b>4 marks</b> should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors)</li> <li>• <b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors)</li> <li>• <b>1 mark</b> for a conclusion with a valid judgement (or overall summary)</li> <li>• <b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</li> </ul>	9	<table border="1"> <thead> <tr> <th>Possible Factors:</th> <th>Key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td>George Washington</td> <td> <ol style="list-style-type: none"> <li>1. he was a skilled leader who led the Continental Army to victory in key battles, for example, Yorktown</li> <li>2. he maintained strict discipline in the Continental Army</li> <li>3. he kept up morale and inspired devotion in his troops</li> </ol> </td> </tr> <tr> <td>American strengths</td> <td> <ol style="list-style-type: none"> <li>4. State militias were able to control most of the country not occupied by the British</li> <li>5. Americans had other experienced commanders who trained the army well, for example, von Steuben</li> </ol> </td> </tr> <tr> <td>Foreign intervention</td> <td> <ol style="list-style-type: none"> <li>6. France supplied the colonists with finance</li> <li>7. France provided military assistance and supplies</li> <li>8. French ships attacked British shipping in the Atlantic</li> <li>9. a Franco-Spanish force threatened Britain with invasion in 1779</li> </ol> </td> </tr> <tr> <td>Poor British leadership</td> <td> <ol style="list-style-type: none"> <li>10. communication between Government and military commanders was poor</li> <li>11. the attacks by British military and naval commanders were uncoordinated</li> </ol> </td> </tr> </tbody> </table>	Possible Factors:	Key points of knowledge to support this factor may include:	George Washington	<ol style="list-style-type: none"> <li>1. he was a skilled leader who led the Continental Army to victory in key battles, for example, Yorktown</li> <li>2. he maintained strict discipline in the Continental Army</li> <li>3. he kept up morale and inspired devotion in his troops</li> </ol>	American strengths	<ol style="list-style-type: none"> <li>4. State militias were able to control most of the country not occupied by the British</li> <li>5. Americans had other experienced commanders who trained the army well, for example, von Steuben</li> </ol>	Foreign intervention	<ol style="list-style-type: none"> <li>6. France supplied the colonists with finance</li> <li>7. France provided military assistance and supplies</li> <li>8. French ships attacked British shipping in the Atlantic</li> <li>9. a Franco-Spanish force threatened Britain with invasion in 1779</li> </ol>	Poor British leadership	<ol style="list-style-type: none"> <li>10. communication between Government and military commanders was poor</li> <li>11. the attacks by British military and naval commanders were uncoordinated</li> </ol>
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Section 3 – European and world contexts

PART C – USA, 1850–1880

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			<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. settlers faced a lack of food, or even starvation</li> <li>6. breakages or loss of equipment could lead to disaster</li> <li>7. disease was common, particularly cholera or typhus</li> <li>8. attacks from Native American tribes were a danger</li> <li>9. there were physical barriers for settlers, for example, mountains or rivers</li> <li>10. there was a lack of towns or infrastructure along the way to support the journey West</li> <li>11. any other valid point of significant omission.</li> </ol>

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Section 3 – European and world contexts

PART D – Hitler and Nazi Germany, 1919–1939

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63.		<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full description of a given event or development.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to <b>3 marks</b> for their interpretation of points from the source which support their judgement.</p> <p>Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<table border="1"> <thead> <tr> <th>Point identified in the source</th> <th>Possible comment which shows the candidate has interpreted the key point(s)</th> </tr> </thead> <tbody> <tr> <td>1. There was resentment in Germany in particular to Article 231, the ‘war guilt’ clause.</td> <td>Germany was blamed for starting the war.</td> </tr> <tr> <td>2. The Rhineland was to become a demilitarized zone to act as a buffer between France and Germany.</td> <td>Germany was not allowed to have any military presence in the Rhineland.</td> </tr> <tr> <td>3. The Anschluss (union with Austria) was forbidden by Article 80 of the Treaty.</td> <td>Germany was not allowed to unite with Austria.</td> </tr> <tr> <td>4. All of Germany’s colonies were to be handed over to the Allies as decided by the League of Nations.</td> <td>Germany lost all of its overseas colonies.</td> </tr> </tbody> </table>	Point identified in the source	Possible comment which shows the candidate has interpreted the key point(s)	1. There was resentment in Germany in particular to Article 231, the ‘war guilt’ clause.	Germany was blamed for starting the war.	2. The Rhineland was to become a demilitarized zone to act as a buffer between France and Germany.	Germany was not allowed to have any military presence in the Rhineland.	3. The Anschluss (union with Austria) was forbidden by Article 80 of the Treaty.	Germany was not allowed to unite with Austria.	4. All of Germany’s colonies were to be handed over to the Allies as decided by the League of Nations.	Germany lost all of its overseas colonies.	<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>Saar coalfields were to be controlled by France</li> <li>Germany’s army was limited to 100,000 men</li> <li>the Navy was restricted, for example, six battleships, no submarines</li> <li>Germany was to have no military aircraft</li> </ol>
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					9. Germany was to pay reparations, which were set in 1921 10. Germany lost land to other countries in Europe, for example Denmark, France, Poland 11. any other valid point of significant omission.

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64.	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <p><b>A maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	<p><b>Examples of aspects of the source and relevant comments:</b></p> <table border="1" data-bbox="938 304 1465 1070"> <thead> <tr> <th data-bbox="938 304 1174 394">Aspect of the source</th> <th data-bbox="1174 304 1465 394">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="938 394 1174 521"><b>Author:</b> the Nazi Party</td> <td data-bbox="1174 394 1465 521">Useful as it is a first-hand account of Nazi policies.</td> </tr> <tr> <td data-bbox="938 521 1174 714"><b>Type of Source:</b> leaflet</td> <td data-bbox="1174 521 1465 714">Useful as this would have been widely distributed throughout Germany.</td> </tr> <tr> <td data-bbox="938 714 1174 875"><b>Purpose:</b> to persuade</td> <td data-bbox="1174 714 1465 875">Useful as it shows how the Nazis appealed to Germans.</td> </tr> <tr> <td data-bbox="938 875 1174 1070"><b>Timing:</b> 1929</td> <td data-bbox="1174 875 1465 1070">Useful as it was written at the time support was growing for the Nazis.</td> </tr> </tbody> </table> <table border="1" data-bbox="938 1104 1465 1973"> <thead> <tr> <th data-bbox="938 1104 1195 1189">Content</th> <th data-bbox="1195 1104 1465 1189">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="938 1189 1195 1420">They made weak coalitions that soon collapsed leaving Germany without leadership.</td> <td data-bbox="1195 1189 1465 1420">Useful because it is accurate (Germans were dissatisfied with weak coalitions).</td> </tr> <tr> <td data-bbox="938 1420 1195 1680">Remember when inflation robbed you of your savings and businesses?</td> <td data-bbox="1195 1420 1465 1680">Useful because it is accurate (middle classes suffered during the hyperinflation crisis).</td> </tr> <tr> <td data-bbox="938 1680 1195 1973">Middle class voters, the Communist Party is a threat to your livelihood, join us in fighting it wherever it is to be found.</td> <td data-bbox="1195 1680 1465 1973">Useful because it is accurate (the Nazis promised to defend Germany from Communism which attracted lots of support).</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> the Nazi Party	Useful as it is a first-hand account of Nazi policies.	<b>Type of Source:</b> leaflet	Useful as this would have been widely distributed throughout Germany.	<b>Purpose:</b> to persuade	Useful as it shows how the Nazis appealed to Germans.	<b>Timing:</b> 1929	Useful as it was written at the time support was growing for the Nazis.	Content	Possible comment	They made weak coalitions that soon collapsed leaving Germany without leadership.	Useful because it is accurate (Germans were dissatisfied with weak coalitions).	Remember when inflation robbed you of your savings and businesses?	Useful because it is accurate (middle classes suffered during the hyperinflation crisis).	Middle class voters, the Communist Party is a threat to your livelihood, join us in fighting it wherever it is to be found.	Useful because it is accurate (the Nazis promised to defend Germany from Communism which attracted lots of support).
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Section 3 –European and world contexts

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

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67.		<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full description of a given event or development.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to <b>3 marks</b> for their interpretation of points from the source which support their judgement.</p> <p>Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<table border="1"> <thead> <tr> <th>Point identified in the source</th> <th>Possible comment which shows the candidate has interpreted the key point(s)</th> </tr> </thead> <tbody> <tr> <td>1. If any Russians disobeyed the Tsar, they could be flogged, beaten or even executed.</td> <td>Discipline in Tsarist Russia was very harsh.</td> </tr> <tr> <td>2. The Tsar’s ministers, whom he chose personally, helped him to rule Russia.</td> <td>This shows that the Tsar had people to help him rule Russia.</td> </tr> <tr> <td>3. At this time, there was no parliament in Russia so there were no elections.</td> <td>This shows that the Russian people had no say in their government.</td> </tr> <tr> <td>4. The Russian Orthodox Church also helped maintain the Tsar’s rule by promoting him as the ‘Little Father’, who was appointed by God.</td> <td>The Russian Orthodox Church promoted the Tsar as the ultimate ruler in Russia.</td> </tr> </tbody> </table>	Point identified in the source	Possible comment which shows the candidate has interpreted the key point(s)	1. If any Russians disobeyed the Tsar, they could be flogged, beaten or even executed.	Discipline in Tsarist Russia was very harsh.	2. The Tsar’s ministers, whom he chose personally, helped him to rule Russia.	This shows that the Tsar had people to help him rule Russia.	3. At this time, there was no parliament in Russia so there were no elections.	This shows that the Russian people had no say in their government.	4. The Russian Orthodox Church also helped maintain the Tsar’s rule by promoting him as the ‘Little Father’, who was appointed by God.	The Russian Orthodox Church promoted the Tsar as the ultimate ruler in Russia.	
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Section 3 – European and world contexts

PART F – Mussolini and Fascist Italy, 1919–1939

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71.		<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full description of a given event or development.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to <b>3 marks</b> for their interpretation of points from the source which support their judgement.</p> <p>Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<table border="1"> <thead> <tr> <th>Point identified in the source</th> <th>Possible comment which shows the candidate has interpreted the key point(s)</th> </tr> </thead> <tbody> <tr> <td>1. Mussolini's speeches were well received and won many over to the Fascist cause.</td> <td>Mussolini's speeches were popular.</td> </tr> <tr> <td>2. Many listeners agreed with his view that democracy had made Italy weak and that only the Fascists could make her strong.</td> <td>The view that democracy had failed was a widespread one.</td> </tr> <tr> <td>3. Mussolini convinced the poor that he would create a fairer society by tackling unfair business practices.</td> <td>Mussolini was good at exploiting the masses.</td> </tr> <tr> <td>4. Mussolini was able to exploit resentment against the peace settlement to strengthen his appeal.</td> <td>Many felt Italy had been snubbed by the Allies.</td> </tr> </tbody> </table>	Point identified in the source	Possible comment which shows the candidate has interpreted the key point(s)	1. Mussolini's speeches were well received and won many over to the Fascist cause.	Mussolini's speeches were popular.	2. Many listeners agreed with his view that democracy had made Italy weak and that only the Fascists could make her strong.	The view that democracy had failed was a widespread one.	3. Mussolini convinced the poor that he would create a fairer society by tackling unfair business practices.	Mussolini was good at exploiting the masses.	4. Mussolini was able to exploit resentment against the peace settlement to strengthen his appeal.	Many felt Italy had been snubbed by the Allies.	
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				<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. young people were attracted to Fascism as it seemed to offer the prospect of action</li> <li>6. the Fascists also gained working class support by offering fair wages</li> <li>7. Fascism appealed to nationalists</li> <li>8. Fascism appealed to ex-soldiers by promising recognition of their service</li> <li>9. the promise of an eight-hour day appealed to many</li> <li>10. the wealthy were attracted by strong anti-Communist views</li> <li>11. any other valid point of significant omission.</li> </ol>



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72.		<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <p><b>A maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	<p><b>Examples of aspects of the source and relevant comments:</b></p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td><b>Author:</b> Italian government</td> <td>Useful as the Italian government sent out propaganda.</td> </tr> <tr> <td><b>Type of Source:</b> school textbook</td> <td>Useful as it shows the Fascists were keen to target the young.</td> </tr> <tr> <td><b>Purpose:</b> to persuade</td> <td>Useful as propaganda was designed to get people to act in a certain way.</td> </tr> <tr> <td><b>Timing:</b> 1928</td> <td>Useful as it is from the period when the Fascists had established their control over Italy.</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>To love your parents as much as your country and your country as much as you love your parents.</td> <td>Useful because it is accurate (the Fascists stressed the importance of family).</td> </tr> <tr> <td>To be totally devoted and give thanks always for the Duce who has made our country stronger and greater.</td> <td>Useful because it is accurate (devotion to Mussolini was encouraged).</td> </tr> <tr> <td>To feel love and warmth for all those who have unselfishly sacrificed their lives for a new Italy and for Fascism which has saved us all.</td> <td>Useful because it is accurate (Fascism was portrayed as Italy's saviour).</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> Italian government	Useful as the Italian government sent out propaganda.	<b>Type of Source:</b> school textbook	Useful as it shows the Fascists were keen to target the young.	<b>Purpose:</b> to persuade	Useful as propaganda was designed to get people to act in a certain way.	<b>Timing:</b> 1928	Useful as it is from the period when the Fascists had established their control over Italy.	Content	Possible comment	To love your parents as much as your country and your country as much as you love your parents.	Useful because it is accurate (the Fascists stressed the importance of family).	To be totally devoted and give thanks always for the Duce who has made our country stronger and greater.	Useful because it is accurate (devotion to Mussolini was encouraged).	To feel love and warmth for all those who have unselfishly sacrificed their lives for a new Italy and for Fascism which has saved us all.	Useful because it is accurate (Fascism was portrayed as Italy's saviour).
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					<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>1. mass rallies were used as a means of propaganda</li> <li>2. the Fascists censored opposition views</li> <li>3. the Government produced newsreels to be shown at cinemas</li> <li>4. posters promoted the strength of Fascist Italy</li> <li>5. any other valid point of significant omission.</li> </ol>

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73.		<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed.</p> <p>Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	<b>6</b>	<p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. to avenge defeat at Adwa (Adowa) in 1896</li> <li>2. to develop the cult of the Duce</li> <li>3. to consolidate Italy's position in East Africa (where they had had a presence since the 1880s)</li> <li>4. to increase Italian prestige</li> <li>5. to show that Italy was capable of acting as an imperial power like Britain and France</li> <li>6. a successful war abroad could rally support at home</li> <li>7. to put Italy in a position to exploit Abyssinian resources</li> <li>8. to develop export markets for Italian businesses</li> <li>9. to demonstrate to Hitler that Italy was a powerful nation (and therefore a valuable ally)</li> <li>10. Mussolini believed that Britain and France would not act to stop him</li> <li>11. a border clash provided the pretext for invasion</li> <li>12. failure of the League to act over German breaches of Versailles had emboldened Mussolini</li> <li>13. any other valid reason.</li> </ol>

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Section 3 – European and world contexts

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

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Section 3 – European and world contexts

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

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79.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full description of a given event or development.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to <b>3 marks</b> for their interpretation of points from the source which supports their judgement.</p> <p>Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Point identified in the source</b></p>	<p><b>Possible comment which shows the candidate has interpreted the key point(s)</b></p>
			<p>1. If we accept this treaty we will abandon generations of our people to foreign rule.</p>	<p>Some people currently living as part of Germany will be forced into the rule of another country.</p>
			<p>2. We are effectively agreeing to make Germany defenceless against attack by other nations.</p>	<p>Germany will not be able to defend itself from future attack.</p>
			<p>3. There is also the matter of theft of our overseas territory.</p>	<p>Germany will lose their overseas territory.</p>
			<p>4. So we must agree, but we believe this Treaty is a Diktat.</p>	<p>This shows that Germans resented the Treaty.</p>
			<p><b>Possible points of significant omission may include:</b></p> <p>5. military terms of the Treaty of Versailles reduced the German armed forces</p> <p>6. Germany felt humiliated by being blamed for starting the war, for example, War Guilt Clause</p> <p>7. reparations strained the German economy</p> <p>8. some Germans blamed the new democratic government for signing the Treaty</p> <p>9. Germany was forbidden from joining the League of Nations</p> <p>10. any other valid point of significant omission.</p>	

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80.		<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <p><b>A maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	<p>Examples of aspects of the source and relevant comments:</p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td><b>Author:</b> member of the British Government</td> <td>Useful as they were a member of the British government who would be well informed about British attitudes towards the Rhineland.</td> </tr> <tr> <td><b>Type of source:</b> diary</td> <td>Useful as it contains an honest opinion.  May be less useful as possibility of bias.</td> </tr> <tr> <td><b>Purpose:</b> to record</td> <td>Useful as it a diary entry and likely to be more truthful.</td> </tr> <tr> <td><b>Timing:</b> 1936</td> <td>Useful as it will provide a firsthand account of opinions at the time of the re-occupation of the Rhineland.</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>The Treaties of Versailles and Locarno forbade this but Hitler has calculated that this move would seem of little importance to Britain compared with the Abyssinian crisis.</td> <td>Useful because it is accurate (the Italian invasion of Abyssinia was seen as a more serious threat to peace).</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> member of the British Government	Useful as they were a member of the British government who would be well informed about British attitudes towards the Rhineland.	<b>Type of source:</b> diary	Useful as it contains an honest opinion.  May be less useful as possibility of bias.	<b>Purpose:</b> to record	Useful as it a diary entry and likely to be more truthful.	<b>Timing:</b> 1936	Useful as it will provide a firsthand account of opinions at the time of the re-occupation of the Rhineland.	Content	Possible comment	The Treaties of Versailles and Locarno forbade this but Hitler has calculated that this move would seem of little importance to Britain compared with the Abyssinian crisis.	Useful because it is accurate (the Italian invasion of Abyssinia was seen as a more serious threat to peace).
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81.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons but there is no need for any evaluation or prioritising of these reasons.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each accurate, relevant reason, and a <b>second mark</b> should be awarded for reasons that are developed.</p> <p>Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p><b>Possible reasons may include:</b></p> <ol style="list-style-type: none"> <li>1. the Great Depression meant there was less money for rearmament</li> <li>2. the British people were opposed to war because of loss of life in the First World War</li> <li>3. there was a strong pacifist movement in Britain, for example, White Poppy campaign</li> <li>4. Chamberlain believed that he could negotiate with Hitler</li> <li>5. some people in Britain believed that Communism was a bigger threat than Fascism</li> <li>6. some people in Britain felt that the Treaty of Versailles had been too harsh</li> <li>7. there was a fear of the destructiveness of bombing in the event of war</li> <li>8. British forces were unprepared for a large-scale military conflict</li> <li>9. Germany had rearmed with a powerful army and air force</li> <li>10. Britain felt she had no reliable allies, for example, France was not trusted, USA was isolationist</li> <li>11. countries of the Empire warned that they might not support Britain in another European war</li> <li>12. any other valid reason.</li> </ol>

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82.	(a)	<p><i>Candidates can be credited in a number of ways up to a maximum of 9 marks.</i></p> <p>Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p>Up to <b>5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> awarded for each point. <b>If only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge.</p> <p><b>A further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to <b>4 marks</b> should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors)</li> <li>• <b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors)</li> <li>• <b>1 mark</b> for a conclusion with a valid judgement (or overall summary)</li> <li>• <b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</li> </ul>	9	<table border="1"> <thead> <tr> <th>Possible Factors:</th> <th>Key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td>Invasion of Poland</td> <td> <ol style="list-style-type: none"> <li>1. France and Britain had a defensive pact with Poland committing them to declare war on Germany if they threatened Polish independence</li> <li>2. appeasement was discredited as a policy for dealing with Fascist aggression forcing Britain and France to act</li> <li>3. Britain and France's strategic interests in Europe were threatened by the expansion of Germany into Poland</li> </ol> </td> </tr> <tr> <td>Nazi-Soviet Pact</td> <td> <ol style="list-style-type: none"> <li>4. the agreement stated that Germany and the USSR would not fight one another, this left Germany free to attack Poland</li> <li>5. by agreeing to divide Poland between Russia and Germany, Hitler was confident that Russia would not stand in Germany's way</li> <li>6. Hitler believed that Britain and France would not go to war over Poland without Russian assistance</li> </ol> </td> </tr> </tbody> </table>	Possible Factors:	Key points of knowledge to support this factor may include:	Invasion of Poland	<ol style="list-style-type: none"> <li>1. France and Britain had a defensive pact with Poland committing them to declare war on Germany if they threatened Polish independence</li> <li>2. appeasement was discredited as a policy for dealing with Fascist aggression forcing Britain and France to act</li> <li>3. Britain and France's strategic interests in Europe were threatened by the expansion of Germany into Poland</li> </ol>	Nazi-Soviet Pact	<ol style="list-style-type: none"> <li>4. the agreement stated that Germany and the USSR would not fight one another, this left Germany free to attack Poland</li> <li>5. by agreeing to divide Poland between Russia and Germany, Hitler was confident that Russia would not stand in Germany's way</li> <li>6. Hitler believed that Britain and France would not go to war over Poland without Russian assistance</li> </ol>
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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.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full description of a given event or development.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to <b>3 marks</b> for their interpretation of points from the source which support their judgement.</p> <p>Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<p><b>Point identified in the source</b></p>	<p><b>Possible comment which shows the candidate has interpreted the key point(s)</b></p>
			1. German air attacks began on Britain’s coastal defences.	Germany attacked Britain’s coastal areas.
			2. Nazi Germany used Messerschmitt airplanes in the attacks.	Germans used the Messerschmitt airplane.
			3. Britain tried to defend itself by using radar to give early warnings of German raids.	Britain used radar to defend itself.
			4. Many pilots that fought to save Britain came from other countries, including Poland and South Africa	Pilots from different countries fought for Britain.
			<p><b>Possible points of significant omission may include:</b></p> <p>5. the Germans targeted RAF air bases</p> <p>6. during the battle, German bombing raids were carried out on various British locations</p> <p>7. Nazi aircraft bombed British naval convoys</p>	



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					<ul style="list-style-type: none"> <li>8. Spitfires and Hawker Hurricanes were used by the RAF to fight against the Germans</li> <li>9. (from September), the German air force changed their bombing raids to night raids.</li> <li>10. the German airforce suffered heavy casualties</li> <li>11. any other valid point of significant omission.</li> </ul>

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84.	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <p><b>A maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	<p><b>Examples of aspects of the source and relevant comments:</b></p> <table border="1" data-bbox="938 302 1468 1093"> <thead> <tr> <th data-bbox="938 302 1198 421">Aspect of the source</th> <th data-bbox="1198 302 1468 421">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="938 421 1198 645"><b>Author:</b> US President Franklin D. Roosevelt</td> <td data-bbox="1198 421 1468 645">Useful because he was the American leader who would know about the events at Pearl Harbour.</td> </tr> <tr> <td data-bbox="938 645 1198 808"><b>Type of Source:</b> speech</td> <td data-bbox="1198 645 1468 808">Useful as it was a speech aimed at US politicians and the public.</td> </tr> <tr> <td data-bbox="938 808 1198 936"><b>Purpose:</b> to inform</td> <td data-bbox="1198 808 1468 936">Useful as it was aiming to get public support.</td> </tr> <tr> <td data-bbox="938 936 1198 1093"><b>Timing:</b> 1941</td> <td data-bbox="1198 936 1468 1093">Useful as it was just after the attack on Pearl Harbour.</td> </tr> </tbody> </table> <table border="1" data-bbox="938 1128 1468 1883"> <thead> <tr> <th data-bbox="938 1128 1198 1234">Content</th> <th data-bbox="1198 1128 1468 1234">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="938 1234 1198 1496">Yesterday, the United States of America was suddenly and deliberately attacked by Japan.</td> <td data-bbox="1198 1234 1468 1496">Useful because it is accurate (Japanese forces carried out the attacks at Pearl Harbour).</td> </tr> <tr> <td data-bbox="938 1496 1198 1693">I regret to tell you that due to the attack many American lives have been lost.</td> <td data-bbox="1198 1496 1468 1693">Useful because it is accurate (Americans were killed in the attack).</td> </tr> <tr> <td data-bbox="938 1693 1198 1883">In addition, American ships were torpedoed at sea.</td> <td data-bbox="1198 1693 1468 1883">Useful because it is accurate (many US ships were attacked and destroyed.)</td> </tr> </tbody> </table> <p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>the US air force had many planes damaged or destroyed</li> </ol>	Aspect of the source	Possible comment	<b>Author:</b> US President Franklin D. Roosevelt	Useful because he was the American leader who would know about the events at Pearl Harbour.	<b>Type of Source:</b> speech	Useful as it was a speech aimed at US politicians and the public.	<b>Purpose:</b> to inform	Useful as it was aiming to get public support.	<b>Timing:</b> 1941	Useful as it was just after the attack on Pearl Harbour.	Content	Possible comment	Yesterday, the United States of America was suddenly and deliberately attacked by Japan.	Useful because it is accurate (Japanese forces carried out the attacks at Pearl Harbour).	I regret to tell you that due to the attack many American lives have been lost.	Useful because it is accurate (Americans were killed in the attack).	In addition, American ships were torpedoed at sea.	Useful because it is accurate (many US ships were attacked and destroyed.)
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Section 3 – European and world contexts

PART J – The Cold War, 1945–1989

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87.	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the extent to which the source provides a full description of a given event or development.</p> <p>Up to a <b>maximum of 6 marks</b> in total, <b>1 mark</b> should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to <b>3 marks</b> for their interpretation of points from the source which support their judgement. Candidates should be awarded <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks</b> may be awarded for answers in which no judgement has been made <b>or</b> which refer only to the source.</p>	6	<table border="1"> <thead> <tr> <th data-bbox="938 383 1201 714">Point identified in the source</th> <th data-bbox="1201 383 1465 714">Possible comment which shows the candidate has interpreted the key point(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="938 714 1201 875">1. However, in 1950, North Korea invaded South Korea.</td> <td data-bbox="1201 714 1465 875">The war started after North Korea invaded South Korea.</td> </tr> <tr> <td data-bbox="938 875 1201 1207">2. The Soviet Union gave different types of help to the North Koreans, including medical assistance.</td> <td data-bbox="1201 875 1465 1207">The Soviet Union supported North Korea, such as giving medical help.</td> </tr> <tr> <td data-bbox="938 1207 1201 1431">3. Large numbers of Chinese troops also fought in the war.</td> <td data-bbox="1201 1207 1465 1431">Chinese troops were involved in the war.</td> </tr> <tr> <td data-bbox="938 1431 1201 1870">4. This forced the USA to take action and eventually the United Nations sent military support to assist the South Koreans.</td> <td data-bbox="1201 1431 1465 1870">South Korea was supported by United Nations troops.</td> </tr> </tbody> </table>		Point identified in the source	Possible comment which shows the candidate has interpreted the key point(s)	1. However, in 1950, North Korea invaded South Korea.	The war started after North Korea invaded South Korea.	2. The Soviet Union gave different types of help to the North Koreans, including medical assistance.	The Soviet Union supported North Korea, such as giving medical help.	3. Large numbers of Chinese troops also fought in the war.	Chinese troops were involved in the war.	4. This forced the USA to take action and eventually the United Nations sent military support to assist the South Koreans.	South Korea was supported by United Nations troops.
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				<p><b>Possible points of significant omission may include:</b></p> <ol style="list-style-type: none"> <li>5. both sides gained and lost control of Seoul at different stages of the war</li> <li>6. there were numerous land battles during the war, for example, the Battle of Bloody Ridge</li> <li>7. air battles took place between USA and Soviet planes</li> <li>8. huge numbers of civilians were killed during the war</li> <li>9. the two sides agreed an armistice in July 1953</li> <li>10. any other valid point of significant omission.</li> </ol>

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88.	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content or omission. For a mark to be awarded, the candidate must identify an aspect of the source <b>and</b> make a comment which shows why this aspect makes the source more or less useful.</p> <p><b>A maximum of 4 marks</b> can be awarded for evaluative comments relating to the author, type of source, purpose and timing.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to the content of the source.</p> <p><b>A maximum of 2 marks</b> may be awarded for evaluative comments relating to points of significant omission.</p>	5	<p><b>Examples of aspects of the source and relevant comments:</b></p> <table border="1" data-bbox="938 293 1465 1086"> <thead> <tr> <th data-bbox="938 293 1198 414">Aspect of the source</th> <th data-bbox="1198 293 1465 414">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="938 414 1198 573"><b>Author:</b> US President John F. Kennedy</td> <td data-bbox="1198 414 1465 573">Useful because as US leader he was aware of events during the crisis.</td> </tr> <tr> <td data-bbox="938 573 1198 698"><b>Type of Source:</b> speech</td> <td data-bbox="1198 573 1465 698">Useful as it was aimed at people in the USA.</td> </tr> <tr> <td data-bbox="938 698 1198 891"><b>Purpose:</b> to inform</td> <td data-bbox="1198 698 1465 891">Useful as it describes US actions in response to the Soviet threat.</td> </tr> <tr> <td data-bbox="938 891 1198 1086"><b>Timing:</b> 1962</td> <td data-bbox="1198 891 1465 1086">Useful because this was the same time as the Cuban Missile Crisis was taking place.</td> </tr> </tbody> </table> <table border="1" data-bbox="938 1122 1465 2020"> <thead> <tr> <th data-bbox="938 1122 1198 1227">Content</th> <th data-bbox="1198 1122 1465 1227">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="938 1227 1198 1559">Within the past week unmistakable evidence has been revealed that the Soviet Union has placed nuclear weapons in Cuba.</td> <td data-bbox="1198 1227 1465 1559">Useful as it is accurate (the Soviets did place nuclear missiles in Cuba).</td> </tr> <tr> <td data-bbox="938 1559 1198 1787">I have ordered immediate action, including increased surveillance of Cuba.</td> <td data-bbox="1198 1559 1465 1787">Useful as it is accurate (the US did increase its spying activities on Cuba).</td> </tr> <tr> <td data-bbox="938 1787 1198 2020">I have also reinforced our military base in Cuba.</td> <td data-bbox="1198 1787 1465 2020">Useful because it is accurate (the US did increase its military presence in Cuba).</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> US President John F. Kennedy	Useful because as US leader he was aware of events during the crisis.	<b>Type of Source:</b> speech	Useful as it was aimed at people in the USA.	<b>Purpose:</b> to inform	Useful as it describes US actions in response to the Soviet threat.	<b>Timing:</b> 1962	Useful because this was the same time as the Cuban Missile Crisis was taking place.	Content	Possible comment	Within the past week unmistakable evidence has been revealed that the Soviet Union has placed nuclear weapons in Cuba.	Useful as it is accurate (the Soviets did place nuclear missiles in Cuba).	I have ordered immediate action, including increased surveillance of Cuba.	Useful as it is accurate (the US did increase its spying activities on Cuba).	I have also reinforced our military base in Cuba.	Useful because it is accurate (the US did increase its military presence in Cuba).
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	(b)	<p><i>Candidates can be credited in a number of ways up to a maximum of 9 marks.</i></p> <p>Candidates must make a judgement about the extent to which different factors contributed to an event or development, or its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p>Up to <b>5 marks</b> can be awarded for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> awarded for each. <b>If only one factor is presented, a maximum of 3 marks should be awarded</b> for relevant points of knowledge.</p> <p><b>A further 4 marks</b> can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to <b>4 marks</b> should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> for an introduction (which places the question in its historical context or outlines relevant factors)</li> <li>• <b>1 mark</b> for the answer being presented in a structured way (with knowledge being organised in support of different factors)</li> <li>• <b>1 mark</b> for a conclusion with a valid judgement (or overall summary)</li> <li>• <b>1 mark</b> for a reason in support of the judgement (a summary cannot be supported).</li> </ul>	<b>9</b>	<table border="1"> <thead> <tr> <th>Possible Factors:</th> <th>Key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td>Stop Western spies</td> <td> <ol style="list-style-type: none"> <li>1. many East Berliners were spying on behalf of Western countries</li> <li>2. Western countries used East Berlin to spy on Communists, for example, tapping East Berlin phone lines</li> <li>3. Soviet authorities claimed that Western spies used access to Berlin to get into the USSR</li> </ol> </td> </tr> <tr> <td>Stop population loss</td> <td> <ol style="list-style-type: none"> <li>4. many East Germans that left were the country's most skilled, for example, scientists, mathematicians</li> <li>5. many East Germans moved west between 1949 and 1961</li> <li>6. many East Germans went to West Berlin before travelling out of Germany to other Western countries</li> </ol> </td> </tr> <tr> <td>Protect and defend Communism</td> <td> <ol style="list-style-type: none"> <li>7. East Germany government claimed the Wall was to stop 'fascist' access</li> <li>8. Soviets did not want the embarrassment of East Germans appearing to choose Capitalism over Communism</li> </ol> </td> </tr> </tbody> </table>	Possible Factors:	Key points of knowledge to support this factor may include:	Stop Western spies	<ol style="list-style-type: none"> <li>1. many East Berliners were spying on behalf of Western countries</li> <li>2. Western countries used East Berlin to spy on Communists, for example, tapping East Berlin phone lines</li> <li>3. Soviet authorities claimed that Western spies used access to Berlin to get into the USSR</li> </ol>	Stop population loss	<ol style="list-style-type: none"> <li>4. many East Germans that left were the country's most skilled, for example, scientists, mathematicians</li> <li>5. many East Germans moved west between 1949 and 1961</li> <li>6. many East Germans went to West Berlin before travelling out of Germany to other Western countries</li> </ol>	Protect and defend Communism	<ol style="list-style-type: none"> <li>7. East Germany government claimed the Wall was to stop 'fascist' access</li> <li>8. Soviets did not want the embarrassment of East Germans appearing to choose Capitalism over Communism</li> </ol>
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