



National
Qualifications
SPECIMEN ONLY

S837/75/11

History

Date — Not applicable

Duration — 2 hours 20 minutes

Total marks — 80

SECTION 1 — SCOTTISH CONTEXTS — 25 marks

Attempt ONE part.

SECTION 2 — BRITISH CONTEXTS — 26 marks

Attempt ONE part.

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

Attempt ONE part.

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

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

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



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SECTION 1 — SCOTTISH CONTEXTS

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- D. Migration and Empire, 1830–1939 *pages 10–11*
- E. The Era of the Great War, 1900–1928 *pages 12–13*

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Part A — The Wars of Independence, 1286–1328

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

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

Source A

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

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

Source B explains why the Scots won the Battle of Bannockburn.

Source B

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

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

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

Source C

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

Source D

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

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

4

[Now go to SECTION 2 starting on page 14]

SECTION 1 — SCOTTISH CONTEXTS — 25 marks

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

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

6. Describe the events of the ‘Rough Wooing’.

4

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

Source A

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

7. How fully does **Source A** explain why Protestantism spread in Scotland in the 1540s and 1550s?

6

(Use the source and recall to reach a judgement.)

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

Source B

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

Source C

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

8. Compare the views of **Sources B** and **C** about how well Mary, Queen of Scots ruled Scotland.

4

(Compare the sources overall and/or in detail.)

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

Source D

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

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

5

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

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

6

[Now go to SECTION 2 starting on page 14]

SECTION 1 — SCOTTISH CONTEXTS — 25 marks

Part C — The Treaty of Union, 1689–1715

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

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

6

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

Source A

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

Source B

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

12. Compare the views of Sources A and B about Scottish attitudes to a possible Union of the Parliaments.

4

(Compare the sources overall and/or in detail.)

13. Describe the unrest in Edinburgh and other parts of Scotland to the proposed Treaty of Union.

4

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

Source C

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

14. How fully does **Source C** explain why opponents of the Treaty of Union were unable to stop it being passed?

6

(Use the source and recall to reach a judgement.)

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

Source D

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

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

5

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

[Now go to SECTION 2 starting on page 14]

SECTION 1 — SCOTTISH CONTEXTS — 25 marks

Part D — Migration and Empire, 1830–1939

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

Source A explains why many Irish people moved to Scotland between 1830 and 1939.

Source A

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

16. How fully does **Source A** explain why many Irish people moved to Scotland between 1830 and 1939?

6

(Use the source and recall to reach a judgement.)

17. Describe how Scotland benefited from the Empire between 1830 and 1939.

4

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

Source B

By the mid-19th century many Irish immigrants had settled in the Glasgow area. Newspapers were eager to describe the violent activities of groups of Irish men. They were also blamed for being dirty and responsible for spreading disease. Some Irish men and women came to Scotland and worked for part of the year and then returned home. Other Irish however were accused of being too lazy to work and for relying on charity.

In the 19th century many Irish came to Scotland to escape poverty back home. When they first came over they were, in general, very clean. The Irish in Paisley are almost all poor and I can only remember one Irish shopkeeper. But when more labourers are needed, the Irish are always ready to work hard for their pay. Although they live in the worst housing, the Irish are of good character and behave very well.

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

4

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

Source D

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

19. Evaluate the usefulness of **Source D** as evidence of why many Scots were able to emigrate between 1830 and 1939. (You may want to comment on what **type** of source it is, **who** wrote it, **when** they wrote it, **why** they wrote it, **what** they say and what has been **missed out**.)
20. Explain the reasons why so many Scots were successful in the countries to which they emigrated.

5

6

[Now go to SECTION 2 starting on page 14]

SECTION 1 — SCOTTISH CONTEXTS — 25 marks

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

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

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

4

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

Source A

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

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

5

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

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

Source B

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

Source C

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

23. Compare the views of **Sources B** and **C** about the impact of the First World War on employment opportunities for women.

4

(Compare the sources overall and/or in detail.)

Source D explains the reasons for the decline of Scottish industries in the 1920s.

Source D

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

24. How fully does **Source D** explain the reasons for the decline of Scottish industries in the 1920s?

6

(Use the source and recall to reach a judgement.)

25. Explain the reasons why women gained the vote in 1918.

6

[Now go to SECTION 2 starting on page 14]

SECTION 2 — BRITISH CONTEXTS — 26 marks

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

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

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

Source A

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

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

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

Source B

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

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

6

[Now go to SECTION 3 starting on page 24]

SECTION 2 — BRITISH CONTEXTS — 26 marks

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

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

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

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

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

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

Source A

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

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

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

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

Source B

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

33. How fully does **Source B** describe the events between 1640 and 1642 that led to the outbreak of the civil war?

6

(Use the source and recall to reach a judgement.)

[Now go to SECTION 3 starting on page 24]

SECTION 2 — BRITISH CONTEXTS — 26 marks

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

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

Source A is from a diary written by a doctor on a ‘slave ship’ in 1788.

Source A

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

- 34.** Evaluate the usefulness of **Source A** as evidence of the conditions faced by enslaved African people during the ‘Middle Passage.’

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

Source B describes the impact the trade in enslaved Africans had on the Caribbean islands.

Source B

The trade in enslaved Africans had a long lasting effect on the islands of the Caribbean. The enslaved Africans outnumbered the white population about 20 to 1 which created a fear of Africans' resistance to their enslavement among the white population. This fear of enslaved Africans' attempts to gain their freedom led to the introduction of a legal system which supported enslavement. Laws were introduced which allowed the owners of enslaved Africans to brutally punish or even execute them. Enslaved Africans were vital to work on the plantations. The concentration on sugar production did lasting damage to the Jamaican economy.

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

[Now go to SECTION 3 starting on page 24]

SECTION 2 — BRITISH CONTEXTS — 26 marks

Part D — Changing Britain, 1760–1914

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

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

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

Source A

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

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

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

Source B

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

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

5

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

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

6

[Now go to SECTION 3 starting on page 24]

SECTION 2 — BRITISH CONTEXTS — 26 marks

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

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

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

Source A

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

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

5

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

Source B

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

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

[Now go to SECTION 3 starting on page 24]

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

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

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

Source A describes the importance of castles in the 12th century.

Source A

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

46. How fully does **Source A** describe the importance of castles in the 12th century?
(Use the source and recall to reach a judgement.)

6

Sources B and C are about what happened to Jews during the First Crusade.

Source B

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

Source C

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

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

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

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

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

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

Source A describes the condition of the American army in 1777.

Source A

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

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

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

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

Source B

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

Source C

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

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

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

Part C — USA, 1850–1880

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

56. Explain the reasons why settlers moved West after 1850. 6

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

Source A

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

57. How fully does **Source A** describe the events that led to the outbreak of the Civil War? (Use the source and recall to reach a judgement.) 6
58. Describe the work of the Freedmen's Bureau after 1865. 4

Sources B and C are about what happened during Reconstruction.

Source B

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

Source C

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

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

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

Part D — Hitler and Nazi Germany, 1919–1939

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

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

Sources A and B are about Nazi views on race.

Source A

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

Source B

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

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

Source C describes the changes to education in Nazi Germany.

Source C

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

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

6

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

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

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

66. Describe the methods used by the Tsar to control Russia before 1905. 4

67. Explain the reasons why there was a revolution in Russia in January 1905. 6

Source A describes the reforms introduced in Russia after the 1905 Revolution.

Source A

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

68. How fully does **Source A** describe the reforms introduced in Russia after the 1905 Revolution? 6

(Use the source and recall to reach a judgement.)

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

Source B

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

Source C

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

69. Compare the views of Sources B and C about effects of the First World War on the Russian people.

4

(Compare the sources overall and/or in detail.)

70. To what extent was the leadership of Trotsky the main reason for the Reds' victory in the Civil War?

9

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

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

Part F — Mussolini and Fascist Italy, 1919–1939

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

Sources A and B are about the events which led to Mussolini's seizure of power in Italy in 1922.

Source A

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

Source B

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

71. Compare the views of **Sources A** and **B** about the events which led to Mussolini's seizure of power in Italy in 1922.

(Compare the sources overall and/or in detail.)

4

Source C describes the cult of Il Duce in Fascist Italy.

Source C

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

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

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

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

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

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

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

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

Source A

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

Source B

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

77. Compare the views of **Sources A** and **B** about the experience of immigrants in the USA during the 1920s. 4

(Compare the sources overall and/or in detail.)

78. Describe how the Jim Crow laws affected Black Americans. 4

79. Explain the reasons why there was a growth in the civil rights movement between 1945 and 1968. 6

Source C describes the appeal of the Black Panthers to many Black Americans.

Source C

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

80. How fully does **Source C** describe the appeal of the Black Panthers to many Black Americans?

6

(Use the source and recall to reach a judgement.)

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

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

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

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

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

Source A

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

Source B

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

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

Source C describes the events in 1939 leading to the outbreak of war between Britain and Germany.

Source C

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

85. How fully does **Source C** describe the events in 1939 leading to the outbreak of war between Britain and Germany?

6

(Use the source and recall to reach a judgement.)

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

Part I — World War II, 1939–1945

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

86. Explain the reasons why Hitler ordered the invasion of Russia in June 1941. 6

87. Describe the Battle of Midway in June 1942. 4

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

Source A

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

Source B

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

88. Compare the views of Sources A and B about the work of the French Resistance. 4
(Compare the sources overall and/or in detail.)

89. To what extent were German mistakes the main reason for the Allied success at Normandy in 1944? 9
(Use recalled knowledge to introduce, then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

Source C describes events leading to the fall of Berlin.

Source C

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

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

6

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

Part J — The Cold War, 1945–1989

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

Sources A and B are about the reasons why a Cold War broke out between the Soviet Union and the USA.

Source A

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

Source B

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

91. Compare the views of **Sources A and B** about the reasons why a Cold War broke out between the Soviet Union and the USA.

(Compare the sources overall and/or in detail.)

4

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

Source C

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

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

[END OF SPECIMEN QUESTION PAPER]



National
Qualifications
SPECIMEN ONLY

S837/75/11

History

Marking Instructions

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

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General marking principles for National 5 History

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

Example response (*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 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 and make a comment which shows why this aspect makes the source more or less useful.</p> <p>A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing.</p> <p>A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source.</p> <p>A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.</p>	5	<p>Examples of aspects of the source and relevant comments:</p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>Author: Modern historian</td> <td>Useful because he has expert knowledge/has studied a range of relevant sources.</td> </tr> <tr> <td>Type of source: Textbook</td> <td>Useful because it contains straightforward information without bias/well researched.</td> </tr> <tr> <td>Purpose: To inform</td> <td>Useful because it provides detailed information.</td> </tr> <tr> <td>Timing: 2011</td> <td>Useful because it has the benefit of hindsight.</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	Author: Modern historian	Useful because he has expert knowledge/has studied a range of relevant sources.	Type of source: Textbook	Useful because it contains straightforward information without bias/well researched.	Purpose: To inform	Useful because it provides detailed information.	Timing: 2011	Useful because it has the benefit of hindsight.
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According to Balliol it didn't matter that he was a generation younger than Bruce because the feudal law of primogeniture	Useful as this is accurate (as Balliol argued that the feudal law of primogeniture meant he should be Scotland's next king).													

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question						
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Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	<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>1 mark should be awarded for each accurate relevant key point of knowledge. A second mark should be awarded for each point that is developed, up to a maximum of 4 marks.</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>Possible points of knowledge may include:</p> <ol style="list-style-type: none"> 1. murdered Sheriff of Lanark which made him an outlaw and forced him into open rebellion 2. his use of guerrilla tactics was very successful against the English 3. he united people under his leadership as Guardian 4. he organised the army of Scotland 5. worked with Andrew Moray to defeat the English at the Battle of Stirling Bridge 6. tried to establish trade with the Low Countries 7. when he was defeated at the Battle of Falkirk he resigned the Guardianship 8. he continued to resist Edward till he was executed 9. any other valid point of knowledge.

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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 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 maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.</p> <p>Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p>A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	6	<p>Possible points from the source include:</p> <ol style="list-style-type: none"> 1. gave the much larger English army no room to move because they were surrounded by marshes and streams 2. Bruce decided to take advantage of this mistake and to attack them 3. the English were so jammed together and so tangled up that their leaders struggled to organise any defence 4. they lost all confidence in Edward II for leading them into this trap <p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 5. Bruce organised the Scots into schiltrons which was an effective defensive formation 6. Bruce chose the higher ground which gave the Scots a positional advantage 7. Bruce trained his schiltrons to move which allowed them to respond to attacks 8. the death of de Bohun demoralised the English 9. the English had been arguing among themselves and could not agree on a plan 10. many English were trapped by the ditches by the Pelstream and Bannock burns and drowned 11. any other valid point of significant omission.

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5.		<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.</p> <p>Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.</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 disagree about how much support Bruce had in 1320.</p> <table border="1"> <thead> <tr> <th>Source C</th> <th>Source D</th> </tr> </thead> <tbody> <tr> <td>. . . all the Scots thought Robert Bruce was their rightful king.</td> <td>. . . some Scottish nobles were plotting against Robert Bruce.</td> </tr> <tr> <td>(. . . by saving Scotland from being taken over by England) he proved that he was worthy of being King of Scotland.</td> <td>(They felt he was a ruthless thug who had murdered his main rival in a church and) so he was unworthy of being King of Scots.</td> </tr> <tr> <td>They argued Bruce had royal blood.</td> <td>Other Scottish nobles claimed their blood ties meant they were more closely related to the Scottish royal family than Robert Bruce.</td> </tr> </tbody> </table>	Source C	Source D	. . . all the Scots thought Robert Bruce was their rightful king.	. . . some Scottish nobles were plotting against Robert Bruce.	(. . . by saving Scotland from being taken over by England) he proved that he was worthy of being King of Scotland.	(They felt he was a ruthless thug who had murdered his main rival in a church and) so he was unworthy of being King of Scots.	They argued Bruce had royal blood.	Other Scottish nobles claimed their blood ties meant they were more closely related to the Scottish royal family than Robert Bruce.
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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>1 mark should be awarded for each accurate relevant key point of knowledge. A second mark should be awarded for each point that is developed, up to a maximum of 4 marks.</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>Possible points of knowledge may include:</p> <ol style="list-style-type: none"> 1. the Scots broke the Treaty of Greenwich which stated that Mary would marry Edward, Henry VIII's son 2. Henry VIII ordered the Earl of Hertford to invade Scotland and burn Edinburgh 3. the English attacked Scotland and destroyed abbeys/towns in the south of Scotland 4. Battle of Pinkie Cleugh 1547 – large Scottish army defeated 5. the Palace of Holyrood in Edinburgh was looted/large parts of Edinburgh were burned/the pier at Leith in Edinburgh was destroyed 6. Berwick upon Tweed was attacked and burned 7. Scots received help from the French who sent a force to Edinburgh in 1548 8. Treaty of Haddington was signed by the Scots and French which agreed Mary would marry the heir to the French throne and Mary was then sent to France for protection 9. any other valid point of knowledge.

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7.		<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 maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.</p> <p>Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p>A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	6	<p>Possible points from the source include:</p> <ol style="list-style-type: none"> 1. some Scots began to criticise the teachings of the Catholic Church 2. the distribution of English translations of the Bible which helped the growth of Protestantism in Scotland 3. religious pamphlets, smuggled into Scotland from Europe, also spread Protestant ideas 4. the ‘Good and Godly Ballads’ encouraged the spread of Protestant ideas <p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 5. increasing criticism of the wealth of the Catholic Church/not using its wealth properly, eg to support the poor, sick etc 6. some Scots began to resent payments to the church claiming they were excessive 7. some churchmen lived scandalous lives which brought the Catholic Church into disrepute 8. John Knox returned to Scotland and helped spread Protestantism 9. anger at the way some Protestant preachers had been treated (eg Wishart) 10. resentment of French/Catholic influence over Scotland 11. any other valid point of significant omission.

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8.		<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.</p> <p>Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.</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 disagree about how well Mary, Queen of Scots ruled Scotland.</p> <table border="1"> <thead> <tr> <th>Source B</th> <th>Source C</th> </tr> </thead> <tbody> <tr> <td>. . . she neglected the government of Scotland.</td> <td>. . . to begin with, Mary had been a successful ruler in Scotland/had established a successful government.</td> </tr> <tr> <td>. . . Mary was happy to leave the running of the country to a group of Protestant nobles.</td> <td>. . . she had defeated the Protestant nobles who challenged her authority.</td> </tr> <tr> <td>. . . she showed little interest in the issue of religion in Scotland.</td> <td>. . . she decided that she would tolerate Scotland's new Protestant church.</td> </tr> </tbody> </table>	Source B	Source C	. . . she neglected the government of Scotland.	. . . to begin with, Mary had been a successful ruler in Scotland/had established a successful government.	. . . Mary was happy to leave the running of the country to a group of Protestant nobles.	. . . she had defeated the Protestant nobles who challenged her authority.	. . . she showed little interest in the issue of religion in Scotland.	. . . she decided that she would tolerate Scotland's new Protestant church.
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Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question																		
9.		<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 and make a comment which shows why this aspect makes the source more or less useful.</p> <p>A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing.</p> <p>A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source.</p> <p>A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission</p>	5	<p>Examples of aspects of the source and relevant comments:</p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>Author: Modern historian</td> <td>Useful because has expert knowledge/has studied a range of relevant sources.</td> </tr> <tr> <td>Type of Source: Textbook</td> <td>Useful because it contains straightforward information without bias/well researched.</td> </tr> <tr> <td>Purpose: To inform</td> <td>Useful because it provides detailed information.</td> </tr> <tr> <td>Timing: 2007</td> <td>Useful because it has the benefit of hindsight.</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>Some Scots simply did not want to be ruled by a woman, as they believed that only men should be in positions of power.</td> <td>Useful as this is accurate (as many Scots believed that a woman was too weak to rule a country properly).</td> </tr> <tr> <td>Others were suspicious of Mary's religion. . .</td> <td>Useful as this is accurate (as Mary was a Catholic while most Scots were Protestant).</td> </tr> <tr> <td>. . . the Earl of Moray, forced her into giving up her Power. . .</td> <td>Useful as this is accurate (as Mary's brother, the Earl of Moray, made her give up the throne).</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	Author: Modern historian	Useful because has expert knowledge/has studied a range of relevant sources.	Type of Source: Textbook	Useful because it contains straightforward information without bias/well researched.	Purpose: To inform	Useful because it provides detailed information.	Timing: 2007	Useful because it has the benefit of hindsight.	Content	Possible comment	Some Scots simply did not want to be ruled by a woman, as they believed that only men should be in positions of power.	Useful as this is accurate (as many Scots believed that a woman was too weak to rule a country properly).	Others were suspicious of Mary's religion. . .	Useful as this is accurate (as Mary was a Catholic while most Scots were Protestant).	. . . the Earl of Moray, forced her into giving up her Power. . .	Useful as this is accurate (as Mary's brother, the Earl of Moray, made her give up the throne).
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Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 1. many Scots blamed her for the murder of Darnley/people would not accept being ruled by a murderess 2. she had caused a scandal by marrying Bothwell shortly after the murder of Darnley 3. Mary's Protestant critics disapproved of her frivolity (criticised Mary for dancing) 4. Scottish nobles, mainly Protestant, rebelled against Mary 5. any other valid point of significant omission.

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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 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 maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed.</p> <p>Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p>Possible reasons may include:</p> <ol style="list-style-type: none"> 1. Catholics plotted to kill Elizabeth and to make Mary Queen of England, which convinced English Protestants Mary was a menace 2. Mary claimed that she was the true, Catholic Queen of England, which worried English Protestants 3. Mary was Elizabeth's heir and she didn't trust Mary/saw Mary as a threat 4. Elizabeth was afraid if Mary got free she would return to Scotland where she could cause trouble for Elizabeth by making it a base for French and Roman Catholic activities 5. Mary's son, who was next in line to the English crown, was a Protestant, so Mary's death would ensure England remained Protestant 6. 1580: the Pope's policy of encouraging plots against Elizabeth persuaded many Protestants that Mary was a threat 7. 1585: after several plots, the English government passed a law stating that Mary would be executed if she was actively involved in any plot against Elizabeth 8. Mary had not been involved in any of these plots but the law was changed to make beneficiaries of plots liable to the death penalty 9. 1586: Babington contacted Mary to inform her of his plans to kill Elizabeth and help Mary to escape and Mary replied agreeing to Elizabeth's death 10. the incriminating letter was intercepted by Elizabeth's spies which proved she was plotting against Elizabeth 11. Elizabeth hesitated to execute her cousin but the death warrant was concealed amongst a pile of letters all of which Elizabeth signed 12. any other valid reason.

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 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 maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed.</p> <p>Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p>Possible reasons may include:</p> <ol style="list-style-type: none"> 1. Scots were excluded from trading with England’s colonies which offered great wealth 2. the monarch was in England but was out of touch with the wishes of the Scots 3. many Scots, loyal to the House of Stewart, felt that King James was their rightful king 4. the wars between England and France had damaged Scottish trade with France 5. Scotland gained nothing from peace treaties at the end of these wars 6. the Scots blamed the English for the failure of the Darien Scheme as they offered no financial, military or political support 7. Queen Anne found it difficult to govern Scotland from Westminster 8. Scots accused Queen Anne of policies which were damaging to Scotland 9. the Worcester Affair turned ordinary Scots against what they regarded as English pirates 10. England feared a French threat in the future if the discontented Scots ever wanted to revive the Auld Alliance 11. the English were angry that the Scots were intruding into their colonies/markets 12. the religious differences between Scotland and England caused mistrust 13. any other valid reason.

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12.		<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.</p> <p>Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark.</p> <p>A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.</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 disagree about Scottish attitudes to a possible Union of the Parliaments.</p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>Supporters of the Union saw it as a way of settling the Protestant Succession and closing the door to the Jacobite claimant to the throne.</td> <td>The Jacobites encouraged opposition to the Union in the hope of restoring their king to his throne.</td> </tr> <tr> <td>Other Scots saw the economic benefits of gaining access to England's colonies.</td> <td>They feared that Scotland's economy would be ruined by cheap goods flooding up from England.</td> </tr> <tr> <td>They weren't worried about wanting a closer relationship with England.</td> <td>Many Scots disliked the idea of entering a Union with 'the Auld Enemy'.</td> </tr> </tbody> </table>	Source A	Source B	Supporters of the Union saw it as a way of settling the Protestant Succession and closing the door to the Jacobite claimant to the throne.	The Jacobites encouraged opposition to the Union in the hope of restoring their king to his throne.	Other Scots saw the economic benefits of gaining access to England's colonies.	They feared that Scotland's economy would be ruined by cheap goods flooding up from England.	They weren't worried about wanting a closer relationship with England.	Many Scots disliked the idea of entering a Union with 'the Auld Enemy'.
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13.	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks. <i>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>1 mark should be awarded for each accurate relevant key point of knowledge. A second mark should be awarded for each point that is developed, up to a maximum of 4 marks.</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>Possible points of knowledge may include:</p> <ol style="list-style-type: none"> 1. when the draft of the treaty was made public there were riots on the streets of Scottish towns and cities 2. violent demonstrations took place outside Parliament House in Edinburgh 3. the Edinburgh mob threatened and insulted judges and Members of the Scottish Parliament 4. serious riots took place in Glasgow 5. in Glasgow, Dumfries and Lanark people had taken up arms 6. there were protests and demonstrations against the Union in many Scottish burghs 7. in Edinburgh a huge crowd marched up the High Street shouting, 'No Union, No Union' 8. the Edinburgh mob threw stones at house windows which showed a light 9. any other valid point of knowledge.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
14.		<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 maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.</p> <p>Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p>A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	6	<p>Possible points from the source include:</p> <ol style="list-style-type: none"> 1. Hamilton however was indecisive and unreliable/he suddenly changed sides 2. there was widespread belief that, like many, Hamilton had been bribed to support the Union 3. Hamilton's activities kept the opponents of the Union disorganised 4. opponents of the Union were unable to overcome the ruthless methods used by supporters of the Union <p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 5. the government had sent Argyll and then Queensberry/secret agents, to organise and promote support for the Union 6. the government threatened Scottish trade if the Union was not passed 7. government officials in Scotland were warned they would not be paid wage arrears unless they supported the Union 8. the Church of Scotland was won over to the Union by guaranteeing its position 9. the Equivalent, which made money available to Scotland, won over many people 10. people were offered titles and jobs in return for supporting the Union 11. any other valid point of significant omission.

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15.		<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 <u>and</u> make a comment which shows why this aspect makes the source more or less useful.</p> <p>A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing.</p> <p>A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source.</p> <p>A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.</p>	5	<p>Examples of aspects of the source and relevant comments:</p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>Author: Modern historian</td> <td>Useful because has expert knowledge/has studied a range of relevant sources.</td> </tr> <tr> <td>Type of source: Textbook</td> <td>Useful because it contains straightforward information without bias/well researched.</td> </tr> <tr> <td>Purpose: To inform</td> <td>Useful because it provides detailed information.</td> </tr> <tr> <td>Timing: 1994</td> <td>Useful because it has the benefit of hindsight.</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>The Church of Scotland was outraged when patronage was reintroduced into the church and Episcopalians were to be tolerated.</td> <td>Useful as this is accurate (because the reintroduction of church patronage angered the Church of Scotland).</td> </tr> <tr> <td>Many Scots thought these changes also broke the terms of the Treaty of Union.</td> <td>Useful as this is accurate (because Scots were disappointed with the results of the Treaty of Union and believed they'd been cheated).</td> </tr> <tr> <td>They were unhappy with the introduction of the Malt Tax. . .</td> <td>Useful as this is accurate (because Scots opposed having to pay tax on malt).</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	Author: Modern historian	Useful because has expert knowledge/has studied a range of relevant sources.	Type of source: Textbook	Useful because it contains straightforward information without bias/well researched.	Purpose: To inform	Useful because it provides detailed information.	Timing: 1994	Useful because it has the benefit of hindsight.	Content	Possible comment	The Church of Scotland was outraged when patronage was reintroduced into the church and Episcopalians were to be tolerated.	Useful as this is accurate (because the reintroduction of church patronage angered the Church of Scotland).	Many Scots thought these changes also broke the terms of the Treaty of Union.	Useful as this is accurate (because Scots were disappointed with the results of the Treaty of Union and believed they'd been cheated).	They were unhappy with the introduction of the Malt Tax. . .	Useful as this is accurate (because Scots opposed having to pay tax on malt).
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			<p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 1. were soon disillusioned because the Union did not bring immediate prosperity 2. they disliked the changes in Scotland's weights, measures, money, etc 3. nobles and important politicians had left Edinburgh for London 4. some believed that English imports were ruining Scottish businesses 5. any other valid point of significant omission.

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 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 maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.</p> <p>Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p>A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	6	<p>Possible points from the source include:</p> <ol style="list-style-type: none"> 1. the Irish potato famine of the mid-1840s led to a sharp increase in numbers moving to Scotland 2. others left for Scotland as some landlords evicted those who could not pay their rent 3. transport costs were cheap making it easy to travel to Scotland 4. The Irish were attracted to the west of Scotland as wages were higher than those in Ireland <p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 5. some Irish already had family in Scotland who helped them with the cost of emigrating/encouraged them to come to Scotland 6. poverty of Irish tenants encouraged them to leave home 7. work was available for unskilled workers in factories eg jute mills and cotton mills 8. building railways and canals/work in the coal and iron ore mines provided employment for many Irish 9. seasonal labour on farms also provided a lot of jobs for the Irish 10. housing was available/often better (not 'good') in Scotland's growing towns and cities 11. any other valid point of significant omission.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
17.	<p>Candidates can be credited in a <i>number of ways up to a maximum of 4 marks.</i></p> <p>They may take different perspectives on the events and may describe a variety of different aspects of the events.</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>1 mark should be awarded for each accurate relevant key point of knowledge. A second mark should be awarded for each point that is developed, up to a maximum of 4 marks.</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>Possible points of knowledge may include:</p> <ol style="list-style-type: none"> 1. Empire cultures and religions brought to Scotland 2. provided raw materials for factories, such as cotton, jute and sugar 3. many jobs were created in manufacturing industries to produce goods for export to the Empire eg locomotives and ships 4. trade with the Empire increased the wealth/population of cities such as Glasgow 5. profits from the Empire led to impressive new public buildings and mansions being built 6. provided jobs for Scots in the Empire (such as in the armed forces and civil service) 7. immigrant workers provided a cheap labour force which kept wages down 8. later the Empire became a source of competition to Scottish economy: farm produce from Australia, Jute mill development in India, etc 9. any other valid point of knowledge.

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18.		<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 simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark.</p> <p>A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.</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 disagree about Scottish attitudes to Irish immigration.</p> <table border="1"> <thead> <tr> <th>Source B</th> <th>Source C</th> </tr> </thead> <tbody> <tr> <td>Newspapers were eager to describe the violent activities of groups of Irish men.</td> <td>. . . the Irish are of good character and behave very well.</td> </tr> <tr> <td>They were also blamed for being dirty and responsible for spreading disease.</td> <td>When they first came over they were, in general, very clean.</td> </tr> <tr> <td>. . . Irish however were accused of being too lazy to work (and for relying on charity).</td> <td>. . . the Irish are always ready to work hard for their pay.</td> </tr> </tbody> </table>	Source B	Source C	Newspapers were eager to describe the violent activities of groups of Irish men.	. . . the Irish are of good character and behave very well.	They were also blamed for being dirty and responsible for spreading disease.	When they first came over they were, in general, very clean.	. . . Irish however were accused of being too lazy to work (and for relying on charity).	. . . the Irish are always ready to work hard for their pay.
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Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
				<p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 1. landowners, especially in Highlands, were willing to help pay for their tenants to emigrate/landlords wrote off rent arrears so that emigrants had money to emigrate 2. various Scottish societies provided support for poorer Scots to emigrate 3. the government gave help after the First World War to those who wanted to emigrate/1922 Empire Settlement Act – money for travel, trading and land purchase 4. charities such as Barnardos, Quarriers and the YMCA assisted with passages 5. any other valid point of significant omission.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
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 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 maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed.</p> <p>Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p>Possible reasons may include:</p> <ol style="list-style-type: none"> 1. Scottish emigrants usually had a good level of education which helped them succeed 2. most Scots spoke English which helped them settle in the USA and countries of the Empire 3. some Scots had great financial and business skills which they used to develop a variety of industries 4. many Scots brought capital with them to start farms and businesses 5. they made their fortune from developing businesses, banks and trading companies 6. Scottish farmers were successful as they were skilled at working more difficult land/developed sheep farming in Australia 7. Scots were entrepreneurial and had a reputation for hard work which helped them succeed 8. Scots were imaginative and came up with new ideas eg William Davidson organised the first shipment of frozen meat from New Zealand to Britain 9. Scots founded many industries eg paper-making in New Zealand (credit examples such as wool/brewing/steel) which made them rich 10. money from Scottish banks was skilfully invested in business and industry 11. Scottish emigrants helped each other by providing work and housing 12. tradesmen such as stonemasons were in demand to work in the building industry in USA 13. any other valid reason.

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>1 mark should be awarded for each accurate relevant key point of knowledge. A second mark should be awarded for each point that is developed, up to a maximum of 4 marks.</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>Possible points of knowledge may include:</p> <ol style="list-style-type: none"> 1. poison gas was used to cause confusion/disable enemy during an attack 2. gas was unreliable as a change in wind direction could blow it back 3. chlorine gas caused choking, while mustard gas caused burns and blindness 4. the development of gas masks helped protect soldiers from poison gas 5. tanks crushed barbed wire/provided cover for advancing soldiers 6. tanks frequently broke down, ran out of fuel or got stuck in the mud 7. range and speed of machine guns meant they could kill large numbers of attacking soldiers 8. aircraft could spot enemy activity/take aerial photographs to help plan more effective attacks/drop bombs on enemy trenches 9. any other valid point of knowledge.

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			<p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 1. the government censored newspapers to keep morale high 2. restrictions were imposed on aliens (foreign citizens) to protect Britain from spies 3. rationing was introduced to ensure everyone got a fair share of the food 4. government took greater control over essential industries to ensure strikes didn't damage essential war production 5. any other valid point of significant omission.

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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 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 maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed.</p> <p>Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p>Possible reasons may include:</p> <ol style="list-style-type: none"> 1. the women's campaigns for the vote had gradually gained momentum before the War 2. Suffragist peaceful campaign of persuasion gained support from across the social spectrum including men as well as women 3. women had gained voting rights in local elections and showed they could use it sensibly 4. there was a gradual widening of the franchise to men and a sense that it was only a matter of time before women were given the vote 5. the Suffragette militant campaigns kept the issue in the public eye/gained a lot of publicity 6. hunger strikes/force feeding in prison won public sympathy for votes for women 7. by calling off their campaign during the war, the women's groups gained a lot of respect and support for them being given the vote 8. women's work during the war was recognised as significant and persuaded many men that women deserved the vote 9. militant actions such as the Glasgow Rent Strikes reminded the government that women could resume their pre-war campaigning if ignored 10. voting laws had to be changed to allow returning soldiers the vote, which created the opportunity to give the vote to some women in 1918 11. any other valid reason.

Section 2 – British Contexts

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

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26.	<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 and make a comment which shows why this aspect makes the source more or less useful.</p> <p>A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing.</p> <p>A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source.</p> <p>A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.</p>	4	<p>Examples of aspects of the source and relevant comments:</p> <table border="1" data-bbox="938 405 1460 1424"> <thead> <tr> <th data-bbox="938 405 1171 479">Aspect of the source</th> <th data-bbox="1171 405 1460 479">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="938 479 1171 674">Author: William's priest</td> <td data-bbox="1171 479 1460 674">Useful because he would have been an eyewitness/well placed to see what William was doing.</td> </tr> <tr> <td data-bbox="938 674 1171 797">Type of source: Chronicle</td> <td data-bbox="1171 674 1460 797">Useful because it was a detailed record of events.</td> </tr> <tr> <td data-bbox="938 797 1171 1162">Purpose: To inform</td> <td data-bbox="1171 797 1460 1162">Useful because it was written to inform about William's role in trying to control England/perhaps less useful because he would have been biased in favour of William.</td> </tr> <tr> <td data-bbox="938 1162 1171 1424">Timing: 1077</td> <td data-bbox="1171 1162 1460 1424">Useful because it is a primary source written from the time William was attempting to bring England under his control.</td> </tr> </tbody> </table> <table border="1" data-bbox="938 1451 1460 2022"> <thead> <tr> <th data-bbox="938 1451 1195 1541">Content</th> <th data-bbox="1195 1451 1460 1541">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="938 1541 1195 1749">The remaining English Earls were confirmed in their lands and titles.</td> <td data-bbox="1195 1541 1460 1749">Useful because it is accurate (William allowed the other English Earls to keep their land and titles).</td> </tr> <tr> <td data-bbox="938 1749 1195 2022">. . . his loyal Norman lords undertook a programme of castle building to maintain their hold on the kingdom.</td> <td data-bbox="1195 1749 1460 2022">Useful because it is accurate (Norman lords built castles to strengthen their control of England).</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	Author: William's priest	Useful because he would have been an eyewitness/well placed to see what William was doing.	Type of source: Chronicle	Useful because it was a detailed record of events.	Purpose: To inform	Useful because it was written to inform about William's role in trying to control England/perhaps less useful because he would have been biased in favour of William.	Timing: 1077	Useful because it is a primary source written from the time William was attempting to bring England under his control.	Content	Possible comment	The remaining English Earls were confirmed in their lands and titles.	Useful because it is accurate (William allowed the other English Earls to keep their land and titles).	. . . his loyal Norman lords undertook a programme of castle building to maintain their hold on the kingdom.	Useful because it is accurate (Norman lords built castles to strengthen their control of England).
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				Financial grievances	<ol style="list-style-type: none"> 1. James was viewed as extravagant by Parliament/by some as overgenerous to his favourites 2. Parliament was dismissed in 1610 because of arguments over finances and the failure of the Great Contract 3. the 'Addled Parliament' was dismissed in 1614 due to arguments over impositions (extra customs tax) and subsidies 4. Crown and Parliament quarrelled over the sale of monopolies
				Religious differences	<ol style="list-style-type: none"> 5. the Millenary Petition of 1603 requested changes to be made to practices in the Church of England; James rejected most of the changes 6. James licensed Archbishop Bancroft's Canons which stated that the clergy had to follow 39 articles and the Prayer Book, which annoyed the clergy

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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 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 maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.</p> <p>Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p>A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	6	<p>Possible points from the source include:</p> <ol style="list-style-type: none"> 1. Parliament was dismissed in 1640 because MPs would not give Charles what he wanted/He still didn't get the money he wanted 2. Charles faced growing criticism in Parliament from Pym and other Puritan MPs regarding his religious policies 3. Parliament accused the king's chief minister, Strafford, of treason and executed him 4. many MPs were unhappy with the way Pym twisted the laws to get Strafford executed, which led to further disputes in Parliament <p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 5. activities of the Long Parliament angered the King eg arrest and imprisonment of Archbishop Laud 6. the Grand Remonstrance in November 1641 divided the House of Commons in support for the King 7. attempted arrest of 5 Members of Parliament in January 1642 angered Parliament 8. Parliament's decision to throw bishops out of the House of Lords in February 1642 divided the House of Commons 9. Parliament took control of the army in March 1642 without the King's assent 10. the Nineteen Propositions of June 1642 were rejected by Charles, this divided Parliament and the King's supporters left London 11. any other valid point of significant omission.

Section 2 – British Contexts

PART C – The Trade in Enslaved Africans, 1770–1807

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question										
34.		<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 and make a comment which shows why this aspect makes the source more or less useful.</p> <p>A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing.</p> <p>A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source.</p> <p>A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.</p>	5	<p>Examples of aspects of the source and relevant comments:</p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>Author: Doctor on a 'slave ship'</td> <td>Useful as he is an eyewitness/has first-hand experience.</td> </tr> <tr> <td>Type of Source: Diary</td> <td>Useful as it is an honest personal account.</td> </tr> <tr> <td>Purpose: To record</td> <td>Useful as it is a private record and is likely to tell the truth.</td> </tr> <tr> <td>Timing: 1788</td> <td>Useful as it was written during the period of the trade in enslaved Africans.</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	Author: Doctor on a 'slave ship'	Useful as he is an eyewitness/has first-hand experience.	Type of Source: Diary	Useful as it is an honest personal account.	Purpose: To record	Useful as it is a private record and is likely to tell the truth.	Timing: 1788	Useful as it was written during the period of the trade in enslaved Africans.
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35.		<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 maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.</p> <p>Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p>A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	6	<p>Possible points from the source include:</p> <ol style="list-style-type: none"> 1. (the enslaved Africans outnumbered the white population about 20 to 1 which) created a fear of Africans' resistance to their enslavement among the white population 2. fear of Africans' resistance to their enslavement led to the introduction of a legal system which supported enslavement 3. 'slave laws' were introduced which allowed owners of enslaved African people to brutally punish or even execute enslaved Africans 4. the concentration on sugar production did lasting damage to the Jamaican economy <p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 5. many of the Indigenous people, the Arawaks, were killed or cleared off their land by white settlers 6. new diseases were introduced to the islands by the enslaved people 7. small farms were replaced by large plantations 8. resistance by enslaved Africans caused damage and destruction to the Caribbean 9. natural beauty, vegetation and wildlife damaged by the growth of plantations 10. trade in enslaved Africans brought racist attitudes to the Caribbean 11. island economies stifled by the trade 12. any other valid point of significant omission.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
36.		<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 maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed.</p> <p>Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p>Possible reasons may include:</p> <ol style="list-style-type: none"> 1. enslaved Africans were controlled by strict laws or codes which were meant to deter them from resisting 2. resistance by enslaved Africans often lacked coordinated leadership making planning resistance difficult 3. African resistance was crushed by the better armed and organised whites/the enslaved Africans had no weapons 4. plantation owners often used Black taskmasters to help them maintain control 5. enslaved Africans who managed to escape but were recaptured were subjected to brutal torture or even put to death and this acted as a powerful warning to other enslaved Africans 6. enslaved Africans were constantly subjected to violence and other forms of coercion to force them to accept plantation life making it difficult to resist enslavement 7. many islands were small and it was difficult for escapees to evade capture 8. plantation owners offered large rewards for the capture of enslaved Africans who managed to escape 9. enslaved Africans who escaped could easily be identified by brandings or lack of legal papers 10. plantation owners used bounty hunters/bloodhounds to track down enslaved Africans who managed to run away 11. any other valid reason.

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 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 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark awarded for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge.</p> <p>A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:</p> <ul style="list-style-type: none"> • 1 mark for an introduction (which places the question in its historical context or outlines relevant factors) • 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors). • 1 mark for a conclusion with a valid judgement (or overall summary) • 1 mark for a reason in support of the judgement (a summary cannot be supported). 	9	Possible factors:	Key points of knowledge to support this factor may include:
				Role of Olaudah Equiano	<ol style="list-style-type: none"> 1. Equiano was a formerly enslaved African who travelled throughout the country speaking against enslavement 2. his first-hand account of his experiences as an enslaved African persuaded many people about the evils of enslavement 3. his was the only book to be written by an African telling about his experiences and it persuaded many people to support the abolition of the trade in enslaved Africans
				Wilberforce	<ol style="list-style-type: none"> 4. Wilberforce used evidence gathered by abolitionists to try to persuade Parliament to abolish the trade in enslaved Africans 5. Wilberforce regularly introduced bills against the trade in enslaved Africans 6. Wilberforce made speeches which brought great publicity to the cause of the abolition of the trade

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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						
38.		<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 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark awarded for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge.</p> <p>A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:</p> <ul style="list-style-type: none"> • 1 mark for an introduction (which places the question in its historical context or outlines relevant factors) • 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors) • 1 mark for a conclusion with a valid judgement (or overall summary) • 1 mark for a reason in support of the judgement (a summary cannot be supported). 	9	<table 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>Medical advances</td> <td> <ol style="list-style-type: none"> 1. after 1858 all doctors had to be fully qualified/ improved standard of nursing/ midwifery 2. building of more hospitals/cleaner hospitals reduced infection 3. vaccination against killer diseases such as smallpox/ antiseptics/ anaesthetics </td> </tr> <tr> <td>Better diet</td> <td> <ol style="list-style-type: none"> 4. farming improvements led to better, more varied, nutritious diet eg fresh vegetables and fruit, meat, dairy products 5. railways transported fresh food and milk to towns 6. improved food standards reduced illness caused by adulterated food </td> </tr> </tbody> </table>	Possible factors:	Key points of knowledge to support this factor may include:	Medical advances	<ol style="list-style-type: none"> 1. after 1858 all doctors had to be fully qualified/ improved standard of nursing/ midwifery 2. building of more hospitals/cleaner hospitals reduced infection 3. vaccination against killer diseases such as smallpox/ antiseptics/ anaesthetics 	Better diet	<ol style="list-style-type: none"> 4. farming improvements led to better, more varied, nutritious diet eg fresh vegetables and fruit, meat, dairy products 5. railways transported fresh food and milk to towns 6. improved food standards reduced illness caused by adulterated food
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Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
			<p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 1. factory owners saw the advantages of cheaper transport for their goods 2. farmers were happy they could sell their goods further afield 3. working class pleased about the job opportunities on the railways/could go away on day trips to seaside or the countryside 4. workers in other forms of transport such as stage coaches and canals saw railways as a threat to their jobs 5. any other valid point of significant omission.

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

Section 2 – British Contexts

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

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question																		
42.		<p><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 and make a comment which shows why this aspect makes the source more or less useful.</p> <p>A maximum of 4 marks can be awarded for evaluative comments relating to the author, type of source, purpose and timing.</p> <p>A maximum of 2 marks may be awarded for evaluative comments relating to the content of the source.</p> <p>A maximum of 2 marks may be awarded for evaluative comments relating to points of significant omission.</p>	5	<p>Examples of aspects of the source and relevant comments:</p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>Author: Social investigator</td> <td>Useful as would be an eyewitness/has expertise.</td> </tr> <tr> <td>Type of Source: Report</td> <td>Useful because reports are usually well researched.</td> </tr> <tr> <td>Purpose: Inform/persuade</td> <td>Useful because it provides a detailed description of the effects of poverty/less useful as could exaggerate to try to bring about improvements.</td> </tr> <tr> <td>Timing: 1892</td> <td>Useful because it was from a time of widespread poverty in Britain.</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Content</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td>The two-room apartment on the ground floor is occupied by Fletcher, a pedlar, his wife and six of his children.</td> <td>Useful as it is accurate (because many people lived in very overcrowded conditions).</td> </tr> <tr> <td>In most of the apartments the walls and ceilings are black with filth.</td> <td>Useful as it is accurate (because in many rooms the wall and ceilings were very dirty).</td> </tr> <tr> <td>In these buildings it is a common occurrence to find sewage running down the walls.</td> <td>Useful as it is accurate (because it wasn't unusual to find sewage seeping through the walls).</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	Author: Social investigator	Useful as would be an eyewitness/has expertise.	Type of Source: Report	Useful because reports are usually well researched.	Purpose: Inform/persuade	Useful because it provides a detailed description of the effects of poverty/less useful as could exaggerate to try to bring about improvements.	Timing: 1892	Useful because it was from a time of widespread poverty in Britain.	Content	Possible comment	The two-room apartment on the ground floor is occupied by Fletcher, a pedlar, his wife and six of his children.	Useful as it is accurate (because many people lived in very overcrowded conditions).	In most of the apartments the walls and ceilings are black with filth.	Useful as it is accurate (because in many rooms the wall and ceilings were very dirty).	In these buildings it is a common occurrence to find sewage running down the walls.	Useful as it is accurate (because it wasn't unusual to find sewage seeping through the walls).
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			<p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 1. many people lived in poor quality housing which was often damp/lacked good ventilation/little sunlight 2. lack of fresh, clean water made it difficult to keep themselves/houses clean 3. poor sanitation led to frequent outbreaks of disease 4. poor diet/children often malnourished which contributed to poor health 5. any other valid point of significant omission.

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44.		<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 maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed.</p> <p>Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p>Possible reasons may include:</p> <ol style="list-style-type: none"> 1. bombing broke down barriers between middle and working classes eg bomb shelters, war work and people began to have more sympathy for each other 2. during the war, classes were mixing in society who previously had little in common which led to greater sympathy towards helping those in need/a greater sense of 'community' was created 3. evacuation exposed continuing poverty in cities and created desire for Government action to improve things 4. in wartime the Government took more responsibility for the nation's health eg free milk and vitamins/free medical care for those who were victims of war and people saw the benefit of this 5. rationing during the war helped encourage the idea of universal sharing of the nation's food supply and people wanted this to continue 6. during the war the Government interfered more in people's lives eg conscription, direction of labour and many wanted this to continue 7. as a result of people's experience during the war, Government assistance was no longer seen as shameful 8. suffering of war caused a determination to create a better society once the war was over/the public expected the Government to do more for them since they had worked together to achieve victory during the war 9. Beveridge Report produced in 1942 was well received by the public and encouraged Government involvement in solving the problems of society 10. Beveridge Report showed the true nature of poverty and had widespread support

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			11. changing expectations of Government involvement in easing the problems of society since everyone was suffering hardship 12. Labour Party's socialist ideology said there should be redistribution of wealth 13. any other valid reason.

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Section 3 – European and World Contexts

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

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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.</p> <p>Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.</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 what happened to Jews during the First Crusade.</p> <table border="1"> <thead> <tr> <th>Source B</th> <th>Source C</th> </tr> </thead> <tbody> <tr> <td>Many Crusaders were poor and hungry so they began stealing food and possessions from the Jews.</td> <td>(In the riot that followed) Jewish houses were robbed and valuables stolen.</td> </tr> <tr> <td>Some forced the Jews to change religion and become Christian.</td> <td>Those Jews who survived the massacre were forced to give up their faith and become Christians.</td> </tr> <tr> <td>Others, against the orders of Peter the Hermit, slaughtered the Jews.</td> <td>Immediately Peter the Hermit's army began attacking and killing Jewish men, women and children.</td> </tr> </tbody> </table>	Source B	Source C	Many Crusaders were poor and hungry so they began stealing food and possessions from the Jews.	(In the riot that followed) Jewish houses were robbed and valuables stolen.	Some forced the Jews to change religion and become Christian.	Those Jews who survived the massacre were forced to give up their faith and become Christians.	Others, against the orders of Peter the Hermit, slaughtered the Jews.	Immediately Peter the Hermit's army began attacking and killing Jewish men, women and children.
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50.	<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>1 mark should be awarded for each accurate relevant key point of knowledge. A second mark should be awarded for each point that is developed, up to a maximum of 4 marks.</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>Possible points of knowledge may include:</p> <ol style="list-style-type: none"> 1. In July 1192 Saladin laid siege to the town of Jaffa 2. Saladin's soldiers successfully stormed the walls after three days of bloody clashes 3. the Crusaders however held out in Jaffa's citadel 4. Richard gathered a small army (of knights, a few hundred infantrymen, and about 2,000 crossbowmen) and led them into battle 5. The Muslim army panicked at the sudden attack/fled the city in disarray 6. Saladin launched a counter attack on Jaffa 7. Richard ordered the infantry and knights to form a defensive hedge of spears, with the crossbowmen behind 8. Saladin's cavalry repeatedly charged but suffered heavy casualties so he ordered it to withdraw 9. any other valid reason.

Section 3 – European and World Contexts

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

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George III	<ol style="list-style-type: none"> 5. colonists were angry at George III’s desire to exert greater control over colonies/was accused of becoming a tyrant 6. George III was blamed for refusing to introduce sensible laws/a fair justice system in the colonies 									

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question										
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52.		<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 maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed.</p> <p>Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p>Possible reasons may include:</p> <ol style="list-style-type: none"> 1. many colonists had become wealthy through trade with Britain/merchants feared damage to their trade if the colonists won 2. King George III still commanded some respect among many colonists/some colonists had a great loyalty to the King/saw the monarchy as important 3. some colonists feared law and order would break down if British rule was overthrown 4. some loyalists felt their power and influence had increased under British rule 5. some colonists greatly feared the spread of revolutionary ideas if the colonists won 6. loyalists were mainly conservative and feared change if the British lost 7. many loyalists believed in the importance of the Empire and opposed any threat to it 8. individuals like Flora McDonald encouraged Scots colonists to remain loyal to Britain 9. some hoped to win favour with the British Government by remaining loyal 10. most colonists were of British descent and were proud of being British 11. some loyalists felt that the conflict was the colonists' fault and had no sympathy for them 12. any other valid reason.

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53.		<p>Candidates can be credited in a number of ways up to a maximum of 6 marks.</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 maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.</p> <p>Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p>A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	6	<p>Possible points from the source include:</p> <ol style="list-style-type: none"> 1. the American forces were often led by inefficient, even incompetent, commanders who fought muddled campaigns 2. the men gathering in Boston were very enthusiastic 3. they were however badly armed and lacking supplies 4. most men were part-time and served for only a few months at a time <p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 5. many American officers lacked proper military training/training in the different types of warfare 6. American forces were short of artillery and cavalry 7. many soldiers lacked experience in battle/needed practice with their weapons 8. many soldiers didn't even have a uniform 9. troops grew exhausted and sick as the campaign went on 10. troops suffered from poor food/shortages of food and cold weather during winter campaigns 11. any other valid point of significant omission.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
54.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>They may take different perspectives on the events and may describe a variety of different aspects of the events. Candidates must make a number of relevant, factual points. These should be key points. These do not have to be in any particular order.</p> <p>1 mark should be awarded for each accurate relevant key point of knowledge. A second mark should be awarded for each point that is developed, up to a maximum of 4 marks.</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>Possible points of knowledge may include:</p> <ol style="list-style-type: none"> 1. British plan was to link their two armies to defeat the colonists 2. Burgoyne's army invaded from Canada 3. colonists cut down trees and blocked British army's progress 4. colonists destroyed crops and other potential food supplies 5. Indigenous Americans deserted the British 6. St Leger's British army was defeated/he retreated 7. British at Saratoga outnumbered and surrounded by colonists 8. Burgoyne's army unable to break out so he surrendered (6,000 men and 30 cannon) to colonists 9. any other valid point of knowledge.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
55.		<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.</p> <p>Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.</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 events of the Battle of Yorktown.</p> <table border="1"> <thead> <tr> <th>Source B</th> <th>Source C</th> </tr> </thead> <tbody> <tr> <td>Cornwallis moved into Virginia and began to build a base at Yorktown.</td> <td>. . . Cornwallis's British forces set up camp at Yorktown.</td> </tr> <tr> <td>By late summer, Cornwallis's position at Yorktown was deteriorating fast.</td> <td>Yorktown however turned out to be a poor position and his situation became more serious.</td> </tr> <tr> <td>. . . American forces prevented him from moving inland...</td> <td>. . . American troops moved quickly into the area to surround him and keep him there.</td> </tr> </tbody> </table>	Source B	Source C	Cornwallis moved into Virginia and began to build a base at Yorktown.	. . . Cornwallis's British forces set up camp at Yorktown.	By late summer, Cornwallis's position at Yorktown was deteriorating fast.	Yorktown however turned out to be a poor position and his situation became more serious.	. . . American forces prevented him from moving inland...	. . . American troops moved quickly into the area to surround him and keep him there.
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Section 3 – European and World Contexts

PART C – USA, 1850–1880

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
56.	<p><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 maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed.</p> <p>Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p>Possible reasons may include:</p> <ol style="list-style-type: none"> 1. desire for good farmland/thought the land would be more fertile in the West 2. ranch owners realised the Great Plains could feed their huge herds of cattle 3. government publicity encouraged people to move West with promises of a better life 4. Government Acts eg Homestead Act, offered cheap/free land to settlers 5. to fulfil Manifest Destiny as many Americans saw it as their duty to spread their way of life 6. searching for gold/'California gold rush' attracted many hoping to become rich 7. railways encouraged many settlers to move West by providing quick transport 8. railway companies sold land cheaply to settlers which encouraged settlers to move 9. some settlers were attracted West by a sense of adventure 10. to be able to enjoy religious freedom away from other people eg Mormons 11. formerly enslaved people who had gained their freedom headed West after 1865 to escape persecution 12. any other valid reason.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
57.		<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 maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.</p> <p>Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p>A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	6	<p>Possible points from the source include:</p> <ol style="list-style-type: none"> 1. the Compromise of 1850 was created by Henry Clay and others to deal with the balance between slave and free states 2. the Kansas-Nebraska Act of 1854, however, increased tensions 3. Pro-enslavement people of Missouri began to pour into Kansas to help force it to be a slave state 4. the fight over enslavement even erupted on the floor of the Senate/Anti-enslavement campaigner Charles Sumner was beat over the head by South Carolina's pro-enslavement Senator Preston Brooks <p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 5. Dred Scott case caused unhappiness among abolitionists and Northern States 6. attack on Harper's Ferry by John Brown heightened tension 7. South was alarmed by election of Lincoln who wanted to halt spread of enslavement 8. Lincoln's election was seen as the last straw by Southern States 9. South Carolina seceded and other Southern States followed 10. Fort Sumter was besieged by Confederate troops/food supplies cut off 11. the Confederates opened fire on the fort which led to an outburst of patriotic fever in the North 12. any other valid point of significant omission.

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58.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>They may take different perspectives on the events and may describe a variety of different aspects of the events.</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>1 mark should be awarded for each accurate relevant key point of knowledge. A second mark should be awarded for each point that is developed, up to a maximum of 4 marks.</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>Possible points of knowledge may include:</p> <ol style="list-style-type: none"> 1. was set up to help former enslaved people who had gained their freedom 2. it helped provide food for poor former enslaved people who had gained their freedom 3. helped former enslaved people buy land for farming 4. paid for schools/helped former enslaved people learn to read and write 5. set up/paid for hospitals for former enslaved people 6. provided temporary shelter for former enslaved people 7. helped former enslaved people find employment 8. any other valid point of knowledge.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
59.		<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.</p> <p>Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.</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 what happened during Reconstruction.</p> <table border="1"> <thead> <tr> <th>Source B</th> <th>Source C</th> </tr> </thead> <tbody> <tr> <td>Hostility was shown to the school teachers like me who taught in schools for Black children.</td> <td>Teachers in schools for Black Americans became key figures so they were frequently intimidated.</td> </tr> <tr> <td>They came at night and gave these warnings.</td> <td>These attacks usually took place at night. . .</td> </tr> <tr> <td>. . . they were whipping me. . .</td> <td>. . . they whipped, mutilated and murdered Black people.</td> </tr> </tbody> </table>	Source B	Source C	Hostility was shown to the school teachers like me who taught in schools for Black children.	Teachers in schools for Black Americans became key figures so they were frequently intimidated.	They came at night and gave these warnings.	These attacks usually took place at night. they were whipping me. they whipped, mutilated and murdered Black people.
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Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
60.		<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 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark awarded for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge. A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p>	9	Possible factors:	Key points of knowledge to support this factor may include:
				Discovery of gold	<ol style="list-style-type: none"> 1. Bozeman Trail was cause of conflict/triggered war: Indigenous Americans opposed white men building road to gold mines 2. Trail passed through Yellowstone River/heart of Sioux hunting grounds 3. Custer's discovery of gold in Black Hills brought thousands of miners/Black Hills were sacred Sioux territory 4. grants to encourage gold prospecting alarmed Indigenous Americans (Colorado and Montana in 1858 and the Black Hills in 1874)
				Railways	<ol style="list-style-type: none"> 5. railroads caused tension with Indigenous Americans: opened up West/encouraged white settlers to buy prairie lands 6. building railways across the Plains disturbed the Indigenous American hunting grounds/ migration of the buffalo
				Buffalo	<ol style="list-style-type: none"> 7. Indigenous Americans feared destruction of bison/buffalo herds: reliance on buffalo for all their needs 8. railroad companies sent in hunters to kill buffalo

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Section 3 – European and World Contexts

PART D – Hitler and Nazi Germany, 1919–1939

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
61.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>They may take different perspectives on the events and may describe a variety of different aspects of the events.</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>1 mark should be awarded for each accurate relevant key point of knowledge. A second mark should be awarded for each point that is developed, up to a maximum of 4 marks.</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>Possible points of knowledge may include:</p> <ol style="list-style-type: none"> 1. Von Kahr, Governor of Bavaria, was making a speech at a meeting in a Munich beer hall 2. Nazi SA men surrounded the building 3. Hitler burst into the hall and ordered three Bavarian leaders, Von Kahr, Von Seisser and Von Lossow into a private/side room 4. Hitler claimed they had agreed to support him/announced a national revolution had begun 5. Ludendorff let the Bavarian leaders go once they had promised their support 6. once free the Bavarian leaders withdrew their support and ordered the putsch to be crushed 7. next day Hitler marched in centre of Munich with several thousand Nazis 8. police blocked their way and shooting broke out and a number of Nazis and policemen were killed 9. any other valid point of knowledge.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question									
62.	<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 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark awarded for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge.</p> <p>A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:</p> <ul style="list-style-type: none"> • 1 mark for an introduction (which places the question in its historical context or outlines relevant factors) • 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors) • 1 mark for a conclusion with a valid judgement (or overall summary) • 1 mark for a reason in support of the judgement (a summary cannot be supported). 	9	<table border="1"> <thead> <tr> <th data-bbox="946 197 1118 342">Possible factors:</th> <th data-bbox="1118 197 1466 342">Key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td data-bbox="946 342 1118 1182">Weimar Republic</td> <td data-bbox="1118 342 1466 1182"> <ol style="list-style-type: none"> 1. blamed for signing the hated Treaty of Versailles (November Criminals) and its harsh terms 2. criticised for the voting system, proportional representation, which produced weak coalition governments 3. unpopular as coalition governments lacked authority/seemed unable to solve problems facing Germany 4. blamed for economic hardships such as hyperinflation, the Wall Street Crash and mass unemployment </td> </tr> <tr> <td data-bbox="946 1182 1118 1541">Appeal of Hitler</td> <td data-bbox="1118 1182 1466 1541"> <ol style="list-style-type: none"> 5. Hitler appeared to offer strong, decisive leadership 6. Hitler was an outstanding orator who inspired people 7. had a clear, simple message which appealed to many people </td> </tr> <tr> <td data-bbox="946 1541 1118 2047">Nazi Policies</td> <td data-bbox="1118 1541 1466 2047"> <ol style="list-style-type: none"> 8. Nazis seemed to offer something to most groups/classes in Germany, such as jobs for the unemployed, crush Communism, remilitarisation, destroy Treaty of Versailles 9. promised to restore order to Germany after chaos of the Weimar period </td> </tr> </tbody> </table>	Possible factors:	Key points of knowledge to support this factor may include:	Weimar Republic	<ol style="list-style-type: none"> 1. blamed for signing the hated Treaty of Versailles (November Criminals) and its harsh terms 2. criticised for the voting system, proportional representation, which produced weak coalition governments 3. unpopular as coalition governments lacked authority/seemed unable to solve problems facing Germany 4. blamed for economic hardships such as hyperinflation, the Wall Street Crash and mass unemployment 	Appeal of Hitler	<ol style="list-style-type: none"> 5. Hitler appeared to offer strong, decisive leadership 6. Hitler was an outstanding orator who inspired people 7. had a clear, simple message which appealed to many people 	Nazi Policies	<ol style="list-style-type: none"> 8. Nazis seemed to offer something to most groups/classes in Germany, such as jobs for the unemployed, crush Communism, remilitarisation, destroy Treaty of Versailles 9. promised to restore order to Germany after chaos of the Weimar period 	
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64.	<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 maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed.</p> <p>Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p>Possible reasons may include:</p> <ol style="list-style-type: none"> 1. fear of the Nazi regime/intimidation by the SS deterred opposition 2. opposition groups often infiltrated by Gestapo/spies leading to their arrest 3. opponents scared by brutal treatment/hanging of opponents 4. opposition leaders were arrested and sent to concentration camps/outspoken individuals eg Bonhoeffer, Niemoller were arrested and sent to camps which weakened opposition groups 5. many opponents of the Nazis fearful for their lives fled abroad 6. opposition groups had to meet in secret, making meetings difficult/dangerous 7. all other political parties/trade unions were banned 8. little cooperation between the opposition groups as they didn't trust each other 9. Nazi control of the media made it difficult for opponents to publicise their views 10. Nazi propaganda brainwashed people into supporting the Nazis 11. there was widespread support for the Nazis and most Germans were impressed as Hitler was a strong leader/solving Germany's problems 12. Nazi control of the courts meant opponents were harshly punished 13. any other valid reason.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
65.	<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 maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.</p> <p>Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p>A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	6	<p>Possible points from the source include:</p> <ol style="list-style-type: none"> 1. the introduction of new Nazi textbooks 2. the number of PE periods was increased at the expense of religious education 3. competitive field games were added to curriculum 4. at the start of class, we had to raise our arms in the ‘Heil Hitler!’ salute <p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 5. indoctrination of Nazi ideas eg anti-Semitism/militarism 6. biology was used to ‘prove’ the Nazi belief in racial superiority /introduction of new subjects such as Racial Science/Eugenics 7. for girls emphasis on ‘female’ subjects (Kinder, Kirche, Kuche) 8. all teachers had to join the Nazi Teachers’ League/teachers suspected of being disloyal to the Party were arrested/pictures of Hitler/Swastika flag in classrooms 9. Jewish children were humiliated/from 1938 only allowed to attend Jewish schools 10. any other valid point of significant omission.

Section 3 – European and World Contexts

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

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
66.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>They may take different perspectives on the events and may describe a variety of different aspects of the events.</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>1 mark should be awarded for each accurate relevant key point of knowledge. A second mark should be awarded for each point that is developed, up to a maximum of 4 marks.</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>Possible points of knowledge may include:</p> <ol style="list-style-type: none"> 1. Tsar was an autocrat/not answerable to anyone 2. Orthodox Church preached that his rule was the will of God 3. the army was loyal and was used to put down any uprisings 4. secret police, Okhrana, kept watch on any suspected opponents 5. execution/prison/exile to Siberia extensively used as a deterrent 6. the press was censored 7. government ran the trades unions to maintain control of the workers 8. policy of Russification used to keep control of national minorities 9. any other valid point of knowledge.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
67.		<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 maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed.</p> <p>Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p>Possible reasons may include:</p> <ol style="list-style-type: none"> 1. people hated the repressive policies of the Tsar and his government 2. most groups felt that their problems were being ignored by the government 3. peasants struggled to make a living off the land/high taxes/redemption debt 4. factory workers in the industrial cities faced terrible hardship, with long hours, low wages, dangerous working conditions, and terrible living conditions 5. the policy of Russification caused anger and discontent among national minorities 6. the economic problems people faced grew worse during the war with Japan 7. defeat by Japan led to unrest/strengthened the revolutionary movement 8. shortages of food, fuel and high unemployment in industrial cities made people desperate and angry 9. impact of Bloody Sunday angered people and led to discontent and strikes 10. workers and liberal middle classes united against Tsar 11. revolutionary groups became more organised eg formation of St Petersburg Soviet 12. discontent in the armed forces increased during the war 13. any other valid reason.

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
68.	<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 maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.</p> <p>Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p>A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	6	<p>Possible points from the source include:</p> <ol style="list-style-type: none"> 1. the October Manifesto established a parliament or Duma elected by the people 2. it also allowed the Russian people basic rights, such as freedom of speech 3. his land reforms allowed peasants to become owners of their own land 4. he set up a peasants' bank to provide loans to help them buy the land <p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 5. political parties were legalised 6. peasants no longer had to pay the redemption debt 7. peasants could consolidate the size of their land holdings 8. a system of health insurance introduced for industrial workers 9. introduced some improvements to working conditions in factories 10. thousands more primary schools established 11. any other valid point of significant omission.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
69.		<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.</p> <p>Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.</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 effects of the First World War on the Russian people.</p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>Prices have gone up. . .</td> <td>The shortages meant that food prices went up...</td> </tr> <tr> <td>Food is hard to get.</td> <td>. . . Russian cities suffered from a shortage of food.</td> </tr> <tr> <td>They blame the Tsar and say ‘he does not care we might starve’.</td> <td>. . . urban workers faced terrible starvation. . .</td> </tr> </tbody> </table>	Source A	Source B	Prices have gone up. . .	The shortages meant that food prices went up...	Food is hard to get.	. . . Russian cities suffered from a shortage of food.	They blame the Tsar and say ‘he does not care we might starve’.	. . . urban workers faced terrible starvation. . .
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Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
70.		<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 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark awarded for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge.</p> <p>A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:</p> <ul style="list-style-type: none"> • 1 mark for an introduction (which places the question in its historical context or outlines relevant factors) • 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors) • 1 mark for a conclusion with a valid judgement (or overall summary) • 1 mark for a reason in support of the judgement (a summary cannot be supported). 	9	Possible factors:	Key points of knowledge to support this factor may include:
				Trotsky	<ol style="list-style-type: none"> 1. Trotsky was a skilled commander of the Red Army who was decisive and ruthless 2. Trotsky disciplined the Red Army to be an effective fighting force/conscripted men to raise 5 million by 1920/raised the Red Cavalry to counter the Cossacks 3. Trotsky used experienced Tsarist officers, supervised by political commissars/used Cheka to discourage desertions
				Red Army	<ol style="list-style-type: none"> 4. by the end of 1919 the Red soldiers outnumbered the Whites by ten to one 5. soldiers were well supplied (boots, food, tobacco) 6. energetic propaganda campaign boosted soldiers' morale
				Territorial advantage	<ol style="list-style-type: none"> 7. Reds controlled a compact area in the centre of Russia (easier to defend) 8. Reds had control of the industrial centres/factories 9. Reds controlled the railways/had good communication/able to transport of munitions etc

Question			General marking instructions for this type of question	Max mark	Specific marking instructions for this question						
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Section 3 – European and World Contexts

PART F – Mussolini and Fascist Italy, 1919–1939

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question								
71.		<p><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.</p> <p>Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.</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 events which led to Mussolini's seizure of power in Italy in 1922.</p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>This put Mussolini in the position to challenge the government, which he did in what became known as the famous 'March on Rome'.</td> <td>. . . Mussolini decided to seize the government when he and his followers marched on the capital, Rome.</td> </tr> <tr> <td>The government decided to send in the army to try and stop Mussolini.</td> <td>. . . the prime minister called out the army when the Fascists surrounded Rome.</td> </tr> <tr> <td>The king, Victor Emmanuel III, however decided instead of using the army, to give in to Mussolini's demands.</td> <td>. . . the pressure proved too much for the Italian King who refused to use the military to squash Mussolini's 'march'.</td> </tr> </tbody> </table>	Source A	Source B	This put Mussolini in the position to challenge the government, which he did in what became known as the famous 'March on Rome'.	. . . Mussolini decided to seize the government when he and his followers marched on the capital, Rome.	The government decided to send in the army to try and stop Mussolini.	. . . the prime minister called out the army when the Fascists surrounded Rome.	The king, Victor Emmanuel III, however decided instead of using the army, to give in to Mussolini's demands.	. . . the pressure proved too much for the Italian King who refused to use the military to squash Mussolini's 'march'.
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72.		<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 maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.</p> <p>Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p>A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	6	<p>Possible points from the source include:</p> <ol style="list-style-type: none"> 1. the leadership cult in Fascist Italy started almost as soon as Mussolini came to power in 1922 2. his role as Duce of Fascism and Head of the Government had been secured by changes to the law 3. Mussolini had undoubted charisma and political intelligence (with which to maintain his power over Fascism and the Italian people) 4. his main talents lay chiefly in the areas of acting and propaganda <p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 5. the cult was intended to build popular support for the dictator and to secure support for the government 6. the media played an important role in establishing the cult of 'Il Duce' 7. Mussolini was shown as a man chosen by destiny to save Italy and its people from Communism and Socialism 8. he was portrayed as the new Caesar/a man of genius/a man of action 9. he established 'holy days' such as 23 March, to remind Italians of the advent of Fascism 10. newspapers were forbidden to mention any signs of illness and even his birthdays were to be ignored as this would reveal his age 11. any other valid point of significant omission.

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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 maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed.</p> <p>Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p>Possible reasons may include:</p> <ol style="list-style-type: none"> 1. revaluation of the lira in 1927 led to decline in exports, causing discontent 2. increase in unemployment 1926–1928. By 1933 unemployment had reached 2 million, causing unpopularity 3. high tariffs restricted imports, so people unhappy 4. real wages fell, so people were angry 5. many workers were unhappy when trade unions were outlawed 6. sick pay and paid holidays were not introduced until 1938, which disappointed people 7. the failure to make Italy self-sufficient contributed to growing unpopularity 8. as part of the Battle for Grain, land in central and southern regions was turned over to wheat production despite being unsuitable (traditional agricultural exports declined), unpopular in these areas 9. increasing government control of industry was resented 10. any other valid reason.

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74.	<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>1 mark should be awarded for each accurate relevant key point of knowledge. A second mark should be awarded for each point that is developed, up to a maximum of 4 marks.</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>Possible points of knowledge may include:</p> <ol style="list-style-type: none"> 1. to make Italy a great world power/the dominant power in the Mediterranean 2. to expand Italy's colonial empire in Africa/take over Ethiopia 3. to increase Italian influence in the Balkans 4. to build up Italy's armed forces to make Italy feared 5. to make Albania into an Italian satellite state 6. to encourage the break-up of Yugoslavia 7. to improve relations with Britain 8. to contain Germany's influence in Austria 9. any other valid point of knowledge.

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75.		<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 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark awarded for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge. A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:</p> <ul style="list-style-type: none"> • 1 mark for an introduction (which places the question in its historical context or outlines relevant factors) • 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors) • 1 mark for a conclusion with a valid judgement (or overall summary) • 1 mark for a reason in support of the judgement (a summary cannot be supported). 	9	<table 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>Fear/use of violence</td> <td> <ol style="list-style-type: none"> 1. a secret police force was set up, the OVRA, which spied on opponents 2. many opponents of the regime were murdered/sent to concentration camps, which scared people 3. people were afraid of the Blackshirts and this ensured Italians didn't challenge Mussolini </td> </tr> <tr> <td>Mussolini</td> <td> <ol style="list-style-type: none"> 4. he seemed to provide the strong leadership which Italians longed for and who would restore Italy's greatness 5. he was the new Caesar/a man of genius/a man of action </td> </tr> <tr> <td>Weakness of opposition</td> <td> <ol style="list-style-type: none"> 6. after 1926, all rival political parties were declared illegal 7. opposition newspapers were banned in Italy making it difficult for them to get publicity 8. opposition groups were weakened by the inability to unite on a common platform </td> </tr> </tbody> </table>	Possible factors:	Key points of knowledge to support this factor may include:	Fear/use of violence	<ol style="list-style-type: none"> 1. a secret police force was set up, the OVRA, which spied on opponents 2. many opponents of the regime were murdered/sent to concentration camps, which scared people 3. people were afraid of the Blackshirts and this ensured Italians didn't challenge Mussolini 	Mussolini	<ol style="list-style-type: none"> 4. he seemed to provide the strong leadership which Italians longed for and who would restore Italy's greatness 5. he was the new Caesar/a man of genius/a man of action 	Weakness of opposition	<ol style="list-style-type: none"> 6. after 1926, all rival political parties were declared illegal 7. opposition newspapers were banned in Italy making it difficult for them to get publicity 8. opposition groups were weakened by the inability to unite on a common platform
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Section 3 – European and World Contexts

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

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76.	<p><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 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark awarded for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge.</p> <p>A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:</p> <ul style="list-style-type: none"> • 1 mark for an introduction (which places the question in its historical context or outlines relevant factors) • 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors) • 1 mark for a conclusion with a valid judgement (or overall summary) • 1 mark for a reason in support of the judgement (a summary cannot be supported). 	9	<table border="1"> <thead> <tr> <th data-bbox="951 329 1118 479">Possible factors:</th> <th data-bbox="1118 329 1463 479">Key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td data-bbox="951 479 1118 1249">Fear of revolution</td> <td data-bbox="1118 479 1463 1249"> <ol style="list-style-type: none"> 1. ‘Red Scare’ – many Americans were afraid that immigrants from Eastern Europe would bring in dangerous new ideas such as communism 2. growing fear of social unrest/violent revolution in America in the aftermath of Russian Revolution 3. 1919 huge wave of strikes in USA which Americans claimed were caused by revolutionary workers from Eastern Europe </td> </tr> </tbody> </table>	Possible factors:	Key points of knowledge to support this factor may include:	Fear of revolution	<ol style="list-style-type: none"> 1. ‘Red Scare’ – many Americans were afraid that immigrants from Eastern Europe would bring in dangerous new ideas such as communism 2. growing fear of social unrest/violent revolution in America in the aftermath of Russian Revolution 3. 1919 huge wave of strikes in USA which Americans claimed were caused by revolutionary workers from Eastern Europe 	<table border="1"> <tbody> <tr> <td data-bbox="1118 1249 1171 1975">Self-interest</td> <td data-bbox="1171 1249 1463 1975"> <ol style="list-style-type: none"> 4. concern that immigrants would take jobs /depress wages/break strikes 5. concern that immigrants would create pressure on scarce housing 6. American workers saw immigrants as a threat to their standard of living </td> </tr> </tbody> </table>	Self-interest	<ol style="list-style-type: none"> 4. concern that immigrants would take jobs /depress wages/break strikes 5. concern that immigrants would create pressure on scarce housing 6. American workers saw immigrants as a threat to their standard of living
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Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
80.		<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. Up to a maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.</p> <p>Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p>A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	6	<p>Possible points from the source include:</p> <ol style="list-style-type: none"> 1. urged that it was now time to defend Black Americans against this white aggression 2. (Huey Newton) he voiced the distrust many Black Americans felt towards the police 3. self-help programmes organised by the Black Panthers 4. they also had a ten-point programme which included demands for better housing and education <p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 5. Black Panthers condoned use of violence and this appealed to many Black people who were frustrated by the non-violent methods of the Civil Rights Movement 6. Black Panthers had charismatic leaders who gained attention and popularity 7. they demanded the release of Black prisoners which had widespread support 8. Black Panthers gained support due to their efforts to give practical help to poor Black people such as breakfast clubs in schools and providing free health clinics 9. The Black Panthers encouraged Black people to be proud of the colour of their skin and their African American culture which appealed to many 10. Black Panthers gained much publicity from the support of athletes at the 1968 Olympic Games eg Black Power salute was a political demonstration conducted by African-American athletes, which inspired many other Black Americans 11. any other valid point of significant omission.

Section 3 – European and World Contexts

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

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
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 maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed.</p> <p>Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p>Possible reasons may include:</p> <ol style="list-style-type: none"> 1. furious as it was far harsher than expected and would cripple Germany 2. expected a peace treaty based on Wilson’s Fourteen Points and angry it wasn’t 3. criticised it as a diktat/dictated peace as Germany had been denied any say in it 4. hated the shame of the War Guilt clause which Germany claimed was unfair 5. accused the Treaty of being based on Allies’ desire for revenge 6. angry at having to pay reparations which Germany claimed it couldn’t afford 7. resented the loss of German colonies which it said was unfair 8. angry at the loss of land containing many Germans, especially land lost to Poland 9. furious at the reduction in Germany’s armed forces which it claimed left Germany defenceless 10. angry that Germans were denied self-determination 11. argued Germany did not deserve to be punished so severely since the Kaiser and generals were gone 12. new German Government was angry because it felt it had little chance of success after the terms were imposed 13. any other valid reason.

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82.		<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.</p> <p>Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.</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> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>The refusal of the USA to join the League however greatly weakened its ability to succeed.</td> <td>The failure of several big powers, including the USA, to join the League badly damaged its effectiveness.</td> </tr> <tr> <td>The League did manage to settle disputes between smaller nations who could be leaned on.</td> <td>The League however did achieve some success in solving arguments between lesser countries.</td> </tr> <tr> <td>When disputes involved larger countries, the League however often failed to act.</td> <td>Actions against larger nations who challenged the League were inadequate and frequently half-hearted.</td> </tr> </tbody> </table> <p>Overall – the sources agree about the work of League of Nations.</p>	Source A	Source B	The refusal of the USA to join the League however greatly weakened its ability to succeed.	The failure of several big powers, including the USA, to join the League badly damaged its effectiveness.	The League did manage to settle disputes between smaller nations who could be leaned on.	The League however did achieve some success in solving arguments between lesser countries.	When disputes involved larger countries, the League however often failed to act.	Actions against larger nations who challenged the League were inadequate and frequently half-hearted.
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83.	<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>1 mark should be awarded for each accurate relevant key point of knowledge. A second mark should be awarded for each point that is developed, up to a maximum of 4 marks.</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>Possible points of knowledge may include:</p> <ol style="list-style-type: none"> 1. to restore German power by breaking the Treaty of Versailles 2. to build up the German army/create a German air force 3. to remilitarise the Rhineland 4. to regain the territory that Germany had lost after World War One 5. to achieve Anschluss with Austria 6. to create a Greater Germany for all Germans 7. to gain Lebensraum/‘living space’ in Eastern Europe for the German people to defeat Communism 8. any other valid point of knowledge.

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question	
84.		<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 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark awarded for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge.</p> <p>A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:</p> <ul style="list-style-type: none"> • 1 mark for an introduction (which places the question in its historical context or outlines relevant factors) • 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors) • 1 mark for a conclusion with a valid judgement (or overall summary) • 1 mark for a reason in support of the judgement (a summary cannot be supported). 	9	Possible factors:	Key points of knowledge to support this factor may include:
				Military concerns	<ol style="list-style-type: none"> 1. chiefs of the armed forces advised that the British military was unprepared for war/Britain had failed to modernise her armed forces 2. Britain was concerned about Germany's powerful army and air force 3. Britain's air preparations were inadequate, with insufficient fighter planes, radar systems or anti-aircraft artillery 4. there was fear of bombing from the air – 'The Bomber will always get through', according to the government
				Public opinion	<ol style="list-style-type: none"> 5. majority of the public were still fearful of war after the huge losses suffered during World War One 6. public concerns over the cost of rearmament (welfare vs warfare) 7. there was a significant pacifist movement in the 1930s which was strongly against war eg the 'Peace Ballot'

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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
86.	<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 maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed.</p> <p>Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p>Possible reasons may include:</p> <ol style="list-style-type: none"> 1. Hitler hated the Communist ideals of the USSR/thought Communism was a threat to Germany 2. Hitler believed in the expansion rights of the Master Race and wanted Russian land as Lebensraum (living space)/declared plans to invade in Mein Kampf 3. Hitler believed the Russian army would be easily defeated due to Russia’s failure in the Finnish war/as well as the purge of Red Army 4. he believed USSR would be an easy target and would fall in 6 to 8 weeks 5. Hitler wanted to enslave the Russian people (untermenschen) to work for the German Master Race 6. Hitler wanted the valuable resources contained in Russia eg grain, oil, iron ore/Germany was running short of vital raw materials by 1940 7. Hitler believed Russia to be a threat to Germany’s interests in the Balkans and Scandinavia 8. Stalin had resisted joining Germany, Italy and Japan in the Tripartite Pact of 1940 9. Nazi-Soviet Pact of 1939 was only an alliance of convenience so that Hitler could successfully invade Poland/Hitler did not really trust Stalin 10. Hitler believed the conquest of Russia would force Britain to surrender 11. any other valid reason.

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87.	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>They may take different perspectives on the events and may describe a variety of different aspects of the events.</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>1 mark should be awarded for each accurate relevant key point of knowledge. A second mark should be awarded for each point that is developed, up to a maximum of 4 marks.</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>Possible points of knowledge may include:</p> <ol style="list-style-type: none"> 1. as the last part of their plan to conquer a Pacific Empire, the Japanese decided to attack the American airbase on the Island of Midway 2. Japanese fighter aircraft launched repeated attacks on American aircraft on Midway 3. American torpedo bombers launched a fierce attack and fatally damaged two Japanese aircraft carriers 4. bombers from the Yorktown were then bombed and destroyed another Japanese carrier 5. Japanese dive bombers attacked the Yorktown resulting in the carrier having to be abandoned 6. the Americans counter-attacked and dive bombers from Enterprise mortally wounded the Japanese carrier Hiryu 7. this forced Admiral Yamamoto to abandon the Japanese Midway invasion plans 8. Battle of Midway resulted in the US Navy inflicting a huge defeat on the Japanese navy/Japanese Imperial Navy lost four large aircraft carriers, Americans only lost one 9. any other valid point of knowledge.

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88.		<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.</p> <p>Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.</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> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>Their methods included sabotage of the German rail network.</td> <td>They destroyed trains carrying German troops and military equipment.</td> </tr> <tr> <td>The help they gave the Allies was extremely important.</td> <td>. . . the French Resistance scored key victories against the German occupation forces.</td> </tr> <tr> <td>If members of the Resistance were caught they would almost certainly be tortured and executed.</td> <td>These accomplishments carried a heavy price as many members of the Resistance paid for their bravery with their lives.</td> </tr> </tbody> </table> <p>Overall – the sources agree about the work of the French Resistance.</p>	Source A	Source B	Their methods included sabotage of the German rail network.	They destroyed trains carrying German troops and military equipment.	The help they gave the Allies was extremely important.	. . . the French Resistance scored key victories against the German occupation forces.	If members of the Resistance were caught they would almost certainly be tortured and executed.	These accomplishments carried a heavy price as many members of the Resistance paid for their bravery with their lives.
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90.		<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 maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.</p> <p>Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p>A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	6	<p>Possible points from the source include:</p> <ol style="list-style-type: none"> 1. the Soviets sent him a birthday present in the form of an artillery barrage right into the heart of the Berlin 2. the Western Allies launched a massive air raid 3. young boys who had ‘volunteered’ to join the SS and die for their Führer in defence of Berlin 4. boys who were found hiding were hanged as traitors by the SS <p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 5. before the main battle in Berlin commenced, the Russian army was able to encircle the city by mid-April due to their success in previous battles 6. the Russians advanced easily against poor German defences at the Oder River 7. the defence of the city of Berlin relied upon disorganised/poorly armed units from the German army and Hitler Youth members/elderly men 8. within a few days, the Soviets rapidly advanced through the city and reached the city centre where close combat raged 9. before the battle was over, Hitler and a number of his followers committed suicide 10. faced with overwhelming odds, the city's defenders finally surrendered on 2 May 11. any other valid point of significant omission.

Section 3 – European and World Contexts

PART J – The Cold War, 1945–1989

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91.		<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.</p> <p>Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>A simple comparison will indicate what points of detail or viewpoint the sources agree or disagree on and should be awarded 1 mark. A developed comparison of the points of detail or overall viewpoint should be awarded a second mark.</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 reasons why a Cold War broke out between the Soviet Union and the USA.</p> <table border="1"> <thead> <tr> <th>Source A</th> <th>Source B</th> </tr> </thead> <tbody> <tr> <td>(Once World War Two was over) relations between the two allies deteriorated, to be replaced by a climate of suspicion between America and the Soviet Union.</td> <td>As soon as the war ended the Soviet Union and the Americans developed open hostility towards each other.</td> </tr> <tr> <td>Soviet and American leaders held opposing ideological views. . .</td> <td>(The new American President Truman and Soviet leader Stalin seemed hostile to one another and) this emphasised their ideological divisions.</td> </tr> <tr> <td>America’s decision to develop and use the atomic bomb against the Japanese without consulting the Soviets placed further strain on relations.</td> <td>The tension at Potsdam was increased by America’s use of the atomic bomb against Japan.</td> </tr> </tbody> </table>	Source A	Source B	(Once World War Two was over) relations between the two allies deteriorated, to be replaced by a climate of suspicion between America and the Soviet Union.	As soon as the war ended the Soviet Union and the Americans developed open hostility towards each other.	Soviet and American leaders held opposing ideological views. . .	(The new American President Truman and Soviet leader Stalin seemed hostile to one another and) this emphasised their ideological divisions.	America’s decision to develop and use the atomic bomb against the Japanese without consulting the Soviets placed further strain on relations.	The tension at Potsdam was increased by America’s use of the atomic bomb against Japan.
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92.		<p><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 maximum of 6 marks in total, 1 mark should be awarded for each valid point selected from the source or each valid point of significant omission provided.</p> <p>Candidates should be awarded up to 3 marks for their interpretation of points from the source which support their judgement.</p> <p>Candidates should be awarded up to 4 marks for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p>A maximum of 2 marks may be awarded for answers in which no judgement has been made or which refer only to the source.</p>	6	<p>Possible points from the source include:</p> <ol style="list-style-type: none"> 1. a new East German labour law, which stopped workers from going on strike, had led to growing unrest in the factories 2. agriculture reforms had led to higher prices and food shortages 3. all of this led to a massive increase in the numbers of refugees fleeing to the West 4. in the six months up to June 1961, 103,000 East Germans had fled through Berlin <p>Possible points of significant omission may include:</p> <ol style="list-style-type: none"> 5. in June 1961 the Soviet Premier Khrushchev raised tensions by threatening to end the existing four – power agreements guaranteeing American, British, and French rights to access West Berlin 6. President Kennedy asked Congress for an additional \$3 billion to increase America's armed forces 7. the Soviets accused the West of using Berlin as a centre of operations against East Germany and the Soviet Union 8. in August 1961 the East German government took the decision to close the border between East and West Berlin 9. East German troops and workers had begun to tear up streets running alongside the barrier to make them impassable to most vehicles, and to install barbed wire entanglements and fences around the three western sectors 10. East Germans then started building a wall to separate the east and west of the city 11. any other valid point of significant omission.

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93.		<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 maximum of 6 marks in total, 1 mark should be awarded for each accurate, relevant reason, and a second mark should be awarded for reasons that are developed.</p> <p>Candidates may achieve full marks by providing six straightforward reasons, three developed reasons (or any combination of these).</p>	6	<p>Possible reasons may include:</p> <ol style="list-style-type: none"> 1. Cuban leader Castro had formed a close alliance with the Soviet Union which alarmed the USA 2. Castro had angered American businesses by nationalising key Cuban industries 3. there were fears that Castro would turn Cuba into a communist stronghold 4. Kennedy was looking for an opportunity to take revenge against Castro after the failure of the Bay of Pigs incident 5. Castro agreed to site Soviet missiles on Cuba which USA saw as a threat to US cities 6. US spy planes took photographs of missile bases being constructed on Cuba 7. Cuba was only a short distance from the American mainland so caused great concern in the USA 8. an American U2 spy plane was shot down over Cuba further increasing tension 9. America was furious at Soviets as they refused to remove their missiles from Cuba 10. Soviet ships sailing towards the American blockade around Cuba with additional missiles increased the tension 11. President Kennedy was under huge pressure to stand up to communist aggression 12. American public opinion would not accept the presence of Soviet missiles on Cuba 13. any other valid reason.

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94.	<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 5 marks can be awarded for relevant, factual, key points of knowledge used to support factors, with 1 mark awarded for each point. If only one factor is presented, a maximum of 3 marks should be awarded for relevant points of knowledge.</p> <p>A further 4 marks can be awarded for providing the answer in a structured way and coming to a reasoned conclusion.</p> <p>Up to 4 marks should be awarded for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:</p> <ul style="list-style-type: none"> • 1 mark for an introduction (which places the question in its historical context or outlines relevant factors) • 1 mark for the answer being presented in a structured way (with knowledge being organised in support of different factors) • 1 mark for a conclusion with a valid judgement (or overall summary) • 1 mark for a reason in support of the judgement (a summary cannot be supported). 	9	<table border="1"> <thead> <tr> <th data-bbox="946 192 1098 338">Possible factors:</th> <th data-bbox="1098 192 1461 338">Key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td data-bbox="946 338 1098 976">Vietcong tactics</td> <td data-bbox="1098 338 1461 976"> <ol style="list-style-type: none"> 1. Vietcong were expert in conducting guerrilla warfare 2. Vietcong made full use of local knowledge /knowledge of the terrain 3. Vietcong generally avoided large scale attacks/when they attacked it was with fanatical determination 4. Vietcong travelled light carrying few supplies and basic weapons </td> </tr> <tr> <td data-bbox="946 976 1098 1581">American soldiers</td> <td data-bbox="1098 976 1461 1581"> <ol style="list-style-type: none"> 5. American soldiers were poorly trained and ill-equipped for jungle warfare/did not cope with the guerrilla tactics 6. the draft system meant that there was a lack of experience among American forces 7. American soldiers had low morale and lacked respect for their officers - reduced their combat effectiveness </td> </tr> </tbody> </table>		Possible factors:	Key points of knowledge to support this factor may include:	Vietcong tactics	<ol style="list-style-type: none"> 1. Vietcong were expert in conducting guerrilla warfare 2. Vietcong made full use of local knowledge /knowledge of the terrain 3. Vietcong generally avoided large scale attacks/when they attacked it was with fanatical determination 4. Vietcong travelled light carrying few supplies and basic weapons 	American soldiers	<ol style="list-style-type: none"> 5. American soldiers were poorly trained and ill-equipped for jungle warfare/did not cope with the guerrilla tactics 6. the draft system meant that there was a lack of experience among American forces 7. American soldiers had low morale and lacked respect for their officers - reduced their combat effectiveness
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[END OF SPECIMEN MARKING INSTRUCTIONS]

Published: August 2024

Change since last published:

Updated to meet 2024 House style

Page 02 Change to Section 2 — British Contexts Part C title. Replaced with ‘The Trade in Enslaved African People, 1770-1807’

PART C — The Atlantic slave trade, 1770–1807

QP

Page 18 Part C title Changed to ‘The Trade in Enslaved African People, 1770–1807’

Page 18 Source A title wording change. Replaced slave ship’s doctor with ‘doctor on a ‘slave ship’’

Page 18 Source A wording change. Replaced slaves with ‘enslaved Africans’

Page 18 Q34 wording change. Replaced slave with ‘enslaved African people’

Page 19 Source B title wording change. Replaced slave trade with ‘trade in enslaved Africans’

Page 19 Source B various changes to language about slavery in the source text

Page 19 Q35 wording change. Replaced slave trade with ‘trade in enslaved Africans’

Page 19 Q36 wording change. Replaced slave with ‘enslaved Africans’

Page 28 Source A various changes to language about slavery in the source text

Page 29 Source B wording change. Replaced blacks with ‘Black children’ and ‘Black people’

Page 29 Source C wording change. Capitalised the word ‘black’ throughout source

Page 29 Q60 wording change. Replaced Native Americans with ‘Indigenous Americans’

Page 36 Q78 wording change. Capitalised the word ‘black’

Page 37 Source C and Q80 wording change. Capitalised the word ‘black’

Minor Housestyling changes

MIs

Pages 92–98 Various changes to language about slavery in the related questions 34, 35, 36 and 37

Minor formatting amends to marking instructions