



National  
Qualifications  
SPECIMEN ONLY

**SQ23/N5/01**

**History**

Date — Not applicable

Duration — 1 hour and 30 minutes

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**Total marks — 60**

**SECTION 1 — SCOTTISH — 20 marks**

Attempt ONE part.

**SECTION 2 — BRITISH — 20 marks**

Attempt ONE part.

**SECTION 3 — EUROPEAN AND WORLD — 20 marks**

Attempt ONE part.

**Before attempting the questions you must check that your answer booklet is for the same subject and level as this question paper.**

On 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.



\* S Q 2 3 N 5 0 1 0 1 \*

## **SECTION 1 — SCOTTISH**

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- C. The Treaty of Union, 1689–1715 Page 5
- D. Migration and Empire, 1830–1939 Page 6
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SECTION 1 — SCOTTISH — 20 marks

Attempt ONE part

MARKS

Part A — The Wars of Independence, 1286–1328

Attempt the following questions using recalled knowledge and information from the sources where appropriate.

**Source A** is a letter written by Bishop Fraser of St Andrews to King Edward in October 1290.

**Source A**

A rumour has spread among the people that the Maid of Norway has died. The Bishop of Durham, Earl Warenne and I then heard that she has recovered from her sickness but that she is very weak. We have agreed to stay at Perth until we hear definite news about her. We have sent two knights to Orkney to find out exactly what has happened.

1. Evaluate the usefulness of **Source A** as evidence of the succession problem following the death of Alexander III.  
(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)  
**5**
2. Describe the role played by William Wallace during the Wars of Independence.  
**5**
3. Explain the reasons why Robert Bruce was able to take control of Scotland between 1306 and 1313.  
**5**

**Source B** is about 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 and they lost all confidence in Edward II for leading them into this trap.

4. How fully does **Source B** explain why the Scots were able to win the Battle of Bannockburn? (Use **Source B** and recall.)  
**5**

## SECTION 1 — SCOTTISH

MARKS

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

Attempt the following questions using recalled knowledge and information from the sources where appropriate.

**Source A** is about why the Scots rebelled against Mary of Guise in 1559.

#### Source A

After Mary Queen of Scots married in 1558, her mother, Mary of Guise, continued to rule Scotland on behalf of her daughter who was in France. Guise took strong action against Protestants in Scotland, especially after Elizabeth became Queen of England in November of the same year. She made more use of French officials and used more French soldiers to control key strongholds in Scotland. She also demanded a new tax, but the Scottish nobles were determined not to allow that.

1. How fully does **Source A** explain why the Protestant Lords rebelled against Mary of Guise in 1559? (Use **Source A** and recall.) 5

**Source B** is Mary Queen of Scots's order to pay ministers of the Church of Scotland, issued in 1566.

#### Source B

Because the ministers within Scotland have not been paid for this last year and because I determined that they should be paid in the future, I have, with the advice of my government officials, decided to allocate the sum of £10,000 for their payment. I have also ordered that this sum must be paid in full.

2. Evaluate the usefulness of **Source B** as evidence of Mary Queen of Scots's support for the Church of Scotland in 1566. 5  
(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)
3. Describe the effects the murder of Riccio had during the reign of Mary Queen of Scots. 5
4. Explain the reasons why Mary Queen of Scots was executed in 1587. 5

SECTION 1 — SCOTTISH

MARKS

Part C — The Treaty of Union, 1689–1715

Attempt the following questions using recalled knowledge and information from the sources where appropriate.

1. Explain the reasons why relations between Scotland and England got worse between 1689 and 1707. 5

Source A is from a letter written in 1707 by a member of the Scottish government.

Source A

It is impossible to state exactly how much was given to the Duke of Atholl, the Marquis of Tweeddale and the Earls of Roxburgh, Marchmont and Cromartie without revealing exactly how much has been given to everybody else. So far, this has been kept a secret and revealing this information at present would cause embarrassment.

2. Evaluate the usefulness of Source A as evidence of why some Scots were persuaded to support the Act of Union. 5  
(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

Source B is about some of the arguments used in the debate over the Union.

Source B

There was very clear opposition to the Union in Scotland and some towns sent petitions against it to Edinburgh. There was a fear that Scotland would lose business to its more powerful neighbour. They would lose the ability to make their own decisions and would be throwing away all that their ancestors had fought so hard to protect. However, opponents of the Union in the Scottish Parliament were not well enough organised to take advantage of this popular opinion.

3. How fully does Source B explain the arguments used in the debate over the Union? (Use Source B and recall.) 5
4. Describe the main changes to Scotland as a result of the Treaty of Union. 5

SECTION 1 — SCOTTISH

MARKS

**Part D — Migration and Empire, 1830–1939**

Attempt the following questions using recalled knowledge and information from the sources where appropriate.

**Source A** is about why many Irish immigrated to Scotland in the 1840s.

**Source A**

Among those who moved to Scotland, the largest group of immigrants came from Ireland. Irish immigration continued steadily until the 1840s. The Irish potato famine of the mid-1840s however led to a sharp increase in this immigration. It led to great poverty and some landlords evicted those who could not pay their rent. Transport costs were cheap, and wages in the west of Scotland continued to be higher than those in Ireland. However, by the end of the 19th century it was not just the Irish who were attracted to Scotland.

1. How fully does **Source A** explain why people moved to Scotland between 1830 and 1939? (Use **Source A** and recall.) **5**
2. Describe the impact of the Empire on Scotland between 1830 and 1939. **5**

**Source B** is from the *Inverness Courier* newspaper, dated 30 May 1838, explaining why poor Scots were able to emigrate in the 19th century.

**Source B**

The emigration agent was eagerly awaited by so many poor farmers. They arrived in Inverness promising riches in Australia. Early on the Monday, thousands of Highlanders were seen crowding around the Caledonian Hotel, where the agent was speaking. They were desperate to go and possess the limitless quantity of land in Australia. They could no longer make farming pay here in Scotland. Only the biggest farms could make enough money to support a family.

3. Evaluate the usefulness of **Source B** as evidence of why Scots emigrated from the Highlands between 1830 and 1939. **5**  
(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)
4. Explain the reasons why so many Scots were successful in the countries to which they emigrated. **5**

SECTION 1 — SCOTTISH

MARKS

Part E — The Era of the Great War, 1910–1928

Attempt the following questions using recalled knowledge and information from the sources where appropriate.

1. Describe the use of new technology during the First World War.

5

Source A is from the memoirs of Lieutenant George Craik, who fought with the 12<sup>th</sup> Battalion Highland Light Infantry in 1915.

Source A

When we arrived at Loos the trenches were in not too bad a state. The problems for commanders were organising supplies and suitable living conditions. The other problem was the disposal of the many dead lying all about. This could only be done under cover of darkness. To venture into no man's land in daylight was instant death.

2. Evaluate the usefulness of Source A as evidence of conditions in trenches for soldiers during the First World War.

5

(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

Source B describes the activities of workers in Glasgow during the War.

Source B

The Government needed to control the factories to keep the soldiers supplied. However, the Clyde Workers' Committee was formed to campaign against the Munitions Act, which forbade engineers from leaving the works where they were employed. On 25 March 1916, David Kirkwood and other members of the Clyde Workers' Committee were arrested under the Defence of the Realm Act. The men were sentenced to be deported. The Committee's journal, *The Worker*, was prosecuted for an article criticising the war. William Gallacher and John Muir, the editors, were both sent to prison.

3. How fully does Source B describe the effects of the war on Scottish industry? (Use Source B and recall.)

5

4. Explain the reasons why women gained the vote in 1919.

5

SECTION 2 — BRITISH — 20 marks

Attempt ONE part

MARKS

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

Attempt the following questions using recalled knowledge and information from the sources where appropriate.

Source A was written in the 12<sup>th</sup> century, by a French poet, about chivalry.

Source A

Many knights are failing to live by the Code of Chivalry. They steal money from churches and rob pilgrims of their possessions. They attack whoever they please and show disrespect to children and the elderly. They speak of honour and bravery when they practice neither. Even though knights have spent years training to be the perfect soldier and role model they often forget their vows.

1. Evaluate the usefulness of **Source A** as evidence of the behaviour of knights in the 12<sup>th</sup> century.  
(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)  
**6**
2. To what extent was the corruption in the legal system the most important problem facing Henry II?  
**8**
3. Explain the reasons why abbeys and monasteries became more popular in medieval times.  
**6**



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

Attempt the following questions using recalled knowledge and information from the sources where appropriate.

**Source A** is part of Parliament's Petition of Right presented to the king in 1628.

**Source A**

- |   |
|---|
| <ul style="list-style-type: none"><li>(i) No man should be forced to make any gift, loan, donation, tax or similar charge to the Crown without the consent of Parliament.</li><li>(ii) No free man should be detained in prison without due cause shown.</li><li>(iii) Soldiers and sailors should not be housed upon private citizens without their agreement.</li><li>(iv) There should be no military law in times of peace.</li></ul> |
|---|

1. Evaluate the usefulness of **Source A** as evidence of the poor relations between Crown and Parliament in the reign of King Charles I.  
(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.) 6
2. To what extent were challenges to royal authority in the 1630s a result of religious differences? 8
3. Explain the reasons why the Parliamentary forces were able to defeat the Royalist forces at Marston Moor. 6

SECTION 2 — BRITISH

MARKS

Part C — The Atlantic Slave Trade, 1770–1807

Attempt the following questions using recalled knowledge and information from the sources where appropriate.

Source A is from a travel memoir by Mungo Park in 1799.

Source A

There are slave factories near the coast. The African captives are usually secured by putting the right leg of one and the left leg of another into the same pair of fetters. By supporting the fetters with a string, they can just walk, though very slowly. Every four slaves are likewise fastened together by their necks with a strong rope or twisted thongs and at night extra fetters are put on their hands.

1. Evaluate the usefulness of **Source A** as evidence of the treatment of Africans when they were first captured. 6  
(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)
2. Explain the reasons why resistance was difficult for slaves on the plantations. 6
3. To what extent was the success of the abolitionist campaigns due to the work of William Wilberforce? 8

**Part D — Changing Britain, 1760–1900**

Attempt the following questions using recalled knowledge and information from the sources where appropriate.

1. To what extent were improvements in public health by 1900 brought about by improved medical knowledge? **8**

**Source A** is from the memoirs of a Scottish railway engineer who worked during the 1840s.

**Source A**

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?"

2. Evaluate the usefulness of **Source A** as evidence of attitudes to the building of railways in 19<sup>th</sup> century Scotland. **6**  
(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)
3. Explain the reasons why more people gained the vote by 1867. **6**

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

Attempt the following questions using recalled knowledge and information from the sources where appropriate.

**Source A** is from a letter describing conditions in London around 1890 by a campaigner for change.

**Source A**

In one cellar a sanitary inspector reports finding a father, mother, three children and four pigs! In another room a missionary found a man ill with smallpox, his wife just recovering from the birth of her eighth child, and the children running about half naked and covered with dirt. Despite efforts of local charities, elsewhere was a poor widow, her three children, and a child who had been dead 13 days.

1. Evaluate the usefulness of **Source A** as evidence of the effects of poverty in Britain around 1900.  
(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)  
**6**
2. To what extent were the Liberal Welfare Reforms 1906–14 due to concerns about the increasing popularity of the Labour Party?  
**8**
3. Explain the reasons why the Labour Government introduced the Welfare State in 1945.  
**6**

SECTION 3 — EUROPEAN AND WORLD — 20 marks

Attempt ONE part

MARKS

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

Attempt the following questions using recalled knowledge and information from the sources where appropriate.

Sources A and B describe what happened to Jewish communities during the First Crusade.

Source A

After only a few weeks of travelling, Peter the Hermit and his followers came upon a Jewish community in Germany. Many of the 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 B

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, houses were robbed and valuables stolen. Those Jews who survived the massacre were forced to give up their faith and become Christians.

1. Compare the views of **Sources A** and **B** about what happened to Jews during the First Crusade. (Compare the sources overall and/or in detail.) 4
2. Describe the capture of Nicaea during the First Crusade. 5
3. Explain the reasons why the Crusaders were able to recapture Jerusalem in 1099. 5

Source C describes the role of Saladin during the Third Crusade.

Source C

Saladin was renowned for his knightly virtues which matched those of Richard the Lionheart. When Richard the Lionheart was sick with a fever, Saladin, knowing that he had few supplies, sent him a gift of the best fruits of the land. On another occasion, when Richard's horse had been killed in battle, Saladin sent a fine Arabian horse as a present for his rival. For two years Saladin constantly fought Richard in almost daily combat in attempts to prevent the Crusaders capturing Jerusalem.

4. How fully does **Source C** describe the character of Saladin during the Third Crusade? (Use **Source C** and recall.) 6

SECTION 3 — EUROPEAN AND WORLD

MARKS

Part B — “Tea and Freedom”: the American Revolution, 1774–83

Attempt the following questions using recalled knowledge and information from the sources where appropriate.

1. Explain the reasons why many colonists were unhappy with British rule in 1774. 5

Source A is about the American forces which fought against the British army.

Source A

The Revolutionary War was waged by small armies. The American forces were often led by inefficient, even incompetent, commanders who fought muddled campaigns. The men gathering in Boston were enthusiastic but 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. Britain’s professional army was larger but not large enough to subdue the Americans.

2. How fully does **Source A** describe the condition of the American army in 1777? (Use **Source A** and recall.) 6

Sources B and C are about the events of the Battle of Yorktown, 1781.

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 from the West Indies 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 Americans wherever he could. In August 1781, Cornwallis set up camp at Yorktown but this turned out to be a poor position. American troops moved quickly to surround him and keep him there. The British could not help Cornwallis’s army to escape or bring in reinforcements.

3. Compare the views of **Sources B** and **C** about the events of the Battle of Yorktown. (Compare the sources overall and/or in detail.) 4
4. Describe the events leading up to the British surrender at Saratoga in 1777. 5

SECTION 3 — EUROPEAN AND WORLD

MARKS

Part C — USA 1850–1880

Attempt the following questions using recalled knowledge and information from the sources where appropriate.

1. Describe the effects of westward expansion on American society. 5

Source A is about the arguments between slave and non-slave states.

Source A

The Compromise of 1850 was created by Henry Clay and others to deal with the balance between slave and free states. Another issue that further increased tensions was the Kansas-Nebraska Act of 1854. This allowed continued expansion to the west. The real issue occurred in Kansas where pro-slavery people of Missouri began to pour into the state to help force it to be slave. The fight even erupted on the floor of the Senate when anti-slavery campaigner Charles Sumner was beat over the head by South Carolina's Senator Preston Brooks.

2. How fully does Source A explain why the Civil War broke out? (Use Source A and recall.) 6

3. Explain the reasons why the North was able to defeat the South in the Civil War. 5

Sources B and C are about the treatment of black Americans during Reconstruction.

Source B

They said that I had committed a great wrong; I had kept a Sunday school which was forbidden. Many school houses were burned down. Hostility was shown to the school teachers like me who taught in schools for blacks. Two school board directors were warned to leave the Board and one of them did. They went 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 blacks 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 became key figures so they were frequently intimidated. These attacks usually took place at night: leaving behind a burning cross they beat, mutilated and murdered. Black Americans were reluctant to resist as they wanted to be seen as peaceful and law-abiding.

4. Compare the views of Sources B and C about the treatment of black Americans during Reconstruction. (Compare the sources overall and/or in detail.) 4

SECTION 3 — EUROPEAN AND WORLD

MARKS

**Part D — Hitler and Nazi Germany, 1919–1939**

Attempt the following questions using recalled knowledge and information from the sources where appropriate.

1. Describe political problems faced by the Weimar Republic between 1919 and 1923. 5

Source A is about the hyper-inflation in Germany in 1923.

**Source A**

During 1923, hyper-inflation gripped Germany. On Friday afternoons, workers desperately rushed to the nearest store, where a queue had already formed. It was soul-destroying. When you arrived a pound of sugar cost two million marks but, by the time your turn came, you could only afford a half pound. In the chaos, people pushed prams loaded with money. Life became nightmarish. We were devastated as life savings became worthless.

2. How fully does **Source A** describe the effects of hyper-inflation? (Use **Source A** and recall.) 6

3. Explain the reasons why Hitler was able to become Chancellor in 1933. 5

Sources B and C are about the Night of the Long Knives.

**Source B**

Hitler's courage in taking firm action has made him a hero in the eyes of many Germans. He has won approval and sympathy for the steps he took. People think his action is proof that he wants order and decency in Germany. Reports from different parts of the country are all agreed that people are expressing satisfaction that Hitler has acted against the serious threat posed by Rohm and the SA to Germany and her people.

**Source C**

On the morning of 30 June 1934, Rohm and other SA leaders were arrested and eventually shot. Hitler's personal popularity soared as a result of the Night of the Long Knives. Most Germans disliked the corruption of the SA and welcomed the strong action against it. President Hindenburg's telegram to Hitler read: "By your determined action and brave leadership, you have saved the German nation from serious danger."

4. Compare the views of **Sources B** and **C** about the attitude of Germans to the Night of the Long Knives. (Compare the sources overall and/or in detail.) 4



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

Attempt the following questions using recalled knowledge and information from the sources where appropriate.

1. Describe the hardships faced by industrial workers in Russia before 1914. 5

Source A is about the outbreak of the 1905 Revolution.

**Source A**

By 1905 there was a growing desire to overthrow the repressive government of Nicholas II. There was a great deal of poverty in the cities and the countryside. The revolutionary movement gained strength following Russia's humiliating defeat by Japan. In January an uprising to remove the Tsar began. The non-Russian areas of the empire witnessed violent disturbances. Revolutionary groups became much more organised. They formed a soviet in St Petersburg. A soviet was a type of worker's parliament.

2. How fully does **Source A** explain why there was a revolution in Russia in 1905? (Use **Source A** and recall.) 6

3. Explain the reasons why the Bolsheviks were able to seize power in October 1917.

Sources B and C describe Trotsky's leadership in the Civil War. 5

**Source B**

For three years, Trotsky lived on his armoured train travelling to all areas of the front. He covered 65,000 miles during the course of the war, ensuring that the Red Army was well fed and properly armed. He was an inspirational leader and was dedicated to the cause. He made rousing speeches to the troops and raised morale among his men, even when other Bolshevik leaders were not convinced that they would defeat the Whites. Over five million men joined the Red Army of their own free will.

**Source C**

Trotsky was appointed Commissar for War in early 1919 and quickly established a reputation as a ruthless leader who used strict discipline and ruled by fear. He forced people to join the Red Army to raise the numbers of troops and introduced 50,000 former Tsarist officers to train the raw recruits. The death penalty was not only used for deserters. When 200 soldiers deserted at Svazhsk, Trotsky arrived and ordered the execution of one in every ten men in the regiment as a warning to the rest.

4. Compare the views of **Sources B** and **C** about Trotsky's leadership in the Civil War. (Compare the sources overall and/or in detail.) 4

SECTION 3 — EUROPEAN AND WORLD

MARKS

Part F — Mussolini and Fascist Italy, 1919–1939

Attempt the following questions using recalled knowledge and information from the sources where appropriate.

Sources A and B are about why Mussolini was able to seize power in 1922.

Source A

The Fascist squads' reputation for ruthless violence had put Mussolini in the position to threaten the government. This he did in what became known as the "March on Rome". Though the government decided to send in the army to stop Mussolini, the king, Victor Emmanuel III, decided instead to give in to Mussolini's demands and appointed him head of a new 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. Mussolini and his followers marched for 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".

1. Compare the views of Sources A and B about why Mussolini was able to seize 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.

2. How fully does Source C describe the cult of Il Duce in Fascist Italy? (Use Source C and recall.) 6
3. Describe Fascist attempts to rebuild the Italian economy in the 1920s and 1930s. 5
4. Explain the reasons why there was so little opposition to Mussolini. 5

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

Attempt the following questions using recalled knowledge and information from the sources where appropriate.

1. Describe the problems facing black Americans who moved north in the 1920s and 1930s.

5

Sources A and B describe the results of the Montgomery Bus Boycott.

**Source A**

Throughout the boycott a young black preacher inspired the black population of Montgomery. His name was Martin Luther King and this was to be his first step towards becoming the leading figure in the Civil Rights Movement. The boycott lasted over a year until eventually the courts decided that segregation on Montgomery's buses was illegal. On its own, the bus boycott only had limited success. Montgomery remained a segregated town. There were still white-only theatres, pool rooms and restaurants.

**Source B**

The bus company's services were boycotted by 99% of Montgomery's African Americans for over a year. As a result of the protest, the US Supreme Court announced that Alabama's bus segregation laws were illegal. However, most other facilities and services in Montgomery remained segregated for many years to come. As a result of the boycott, Martin Luther King became involved in the Civil Rights Movement. He went on to become an African American leader who was famous throughout the world.

2. Compare the views of Sources A and B about the results of the Montgomery Bus Boycott. (Compare the sources overall and/or in detail.)
3. Explain the reasons why black Americans felt that progress towards civil rights had been made between 1945 and 1964.

4

5

Source C is about the opposition of Malcolm X to non-violent protest.

**Source C**

Malcolm X was mistreated in his youth and this gave him a different set of attitudes to Martin Luther King. Later, while in jail, he was influenced by the ideas of Elijah Muhammad who preached hatred of the white race. In his speeches he criticised non-violence. He believed that the support of non-violence was a sign that black people were still living in mental slavery. However, Malcolm X never undertook violent action himself and sometimes prevented it. Instead he often used violent language and threats to frighten the government into action.

4. How fully does Source C explain the views of Malcolm X on non-violent protest? (Use Source C and recall.)

6

SECTION 3 — EUROPEAN AND WORLD

MARKS

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

Attempt the following questions using recalled knowledge and information from the sources where appropriate.

1. Explain the reasons why Hitler wanted to re-arm Germany in the 1930s. 5

Source A is about Britain’s policy of Appeasement in the 1930s.

**Source A**

The Great Depression meant that money could not be found for re-armament and the government knew that the British people were totally opposed to war. Chamberlain had been Chancellor before becoming Prime Minister in 1937. He was in favour of personal, face-to-face talks among Europe’s leaders and believed he could negotiate directly with Hitler. The British government took the view that Communist Russia was the real threat to peace in the world.

2. How fully does **Source A** explain why Britain followed a policy of Appeasement up to 1937? (Use **Source A** and recall.) 6

Sources B and C describe the Anschluss between Germany and Austria in 1938.

**Source B**

It is clear that Anschluss is popular among the Austrian people who are, after all, German in language and culture. Keeping Germany and Austria apart had been one of the more spiteful terms of Versailles and this wrong is now made right. Therefore Europe is likely to benefit from a period of peace and prosperity as Germany moves into a brighter future.

**Source C**

Germany has taken over Austria. Any intelligent person can see that an even more powerful Germany is a threat to the peace and stability of Europe. The decision in 1919 to forbid Anschluss had been a very sensible one for limiting the war-like ambitions of Germany. We have permitted Hitler to brutally invade an independent country.

3. Compare the views of **Sources B** and **C** about the Anschluss between Germany and Austria in 1938. (Compare the sources overall and/or in detail.) 4
4. Describe attempts by Britain and France to avoid war with Germany over the Czech Crisis. 5

SECTION 3 — EUROPEAN AND WORLD

MARKS

Part I — World War II, 1939–1945

Attempt the following questions using recalled knowledge and information from the sources where appropriate.

1. Explain the reasons why the German army was able to defeat its enemies so quickly between 1939 and 1942.

5

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

Source A

For two years the resistance movements of Europe had found it hard to make much of an impression on the might of the German military. However, they had been useful in gathering intelligence for the Allies. The devastating attacks of 1939 to 1941 had given little time for each country to prepare any kind of a secret army to undermine the invaders. German army commanders indicated that the resistance movements were a nuisance, but no more than this.

Source B

Over the course of the war, the French Resistance scored key victories against the German occupation forces. Resistance members organised themselves in secret to discover French collaborators, kill many ranking Nazi officials, and destroy trains, convoys, and ships used by the German army. These accomplishments carried a heavy price. The Gestapo occasionally carried out bloody revenge attacks on innocent civilians.

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

4

Source C is about the fall of Berlin.

Source C

Friday 20 April was Hitler's 56<sup>th</sup> birthday. The Soviets sent him a birthday present in the form of an artillery barrage right into the heart of the city, while the Western Allies joined in with a massive air raid. The radio announced that Hitler had come out of his safe bomb-proof bunker to talk with the 14-16 year-old boys who had "volunteered" for the "honour" to be accepted into the SS and to die for their Führer in the defence of Berlin. What a cruel lie! These boys did not volunteer, but had no choice, because boys who were found hiding were hanged as traitors by the SS.

3. How fully does Source C describe events leading to the fall of Berlin? (Use Source C and recall.)
4. Describe the ways in which the Americans were able to defeat Japan in 1945.

6

5

SECTION 3 — EUROPEAN AND WORLD

MARKS

Part J — The Cold War, 1945–1989

Attempt the following questions using recalled knowledge and information from the sources where appropriate.

Source A is about the Cuban Missile Crisis.

Source A

To the American government, placing missiles on Cuba was a war-like act by the Soviets. They believed that the Soviet Union intended to supply a large number of powerful nuclear weapons. The Soviet Union denied any war-like purpose. However, spy photographs proved the offensive purpose of the missiles which were pointed directly at major American cities. It was estimated that within a few minutes of them being fired, 80 million Americans would be dead.

1. How fully does **Source A** explain why the American government took action during the Cuban Missile Crisis? (Use **Source A** and recall.) 6
2. Explain the reasons why the East Germans built the Berlin Wall in 1961. 5

Sources B and C are about the tactics of the Vietcong.

Source B

The Vietcong, or “Charlie” as the Americans called them, were the locally born guerrilla fighters of South Vietnam. The Vietcong consisted of three groups: units of regular soldiers, provincial forces, and part-time guerrillas. The Vietcong generally avoided large-scale attacks on the enemy, but continually harassed their troops and installations. This limited the scale of their casualties to only a handful at a time. They travelled light, carrying basic weapons and few supplies.

Source C

Our first real battle was in open warfare at the Michelin Rubber Plantation. Thousands of Vietcong launched wave after wave of attacks on our camp. But they had all kinds of Chinese and Russian weapons, such as flamethrowers and rocket launchers. Eventually we counter-attacked and pushed them back. Fortunately, we only lost around seven guys. The Vietcong body count was reported to have been 800, but I thought it was more.

3. Compare the views of **Sources B** and **C** about the tactics used by the Vietcong. (Compare the sources overall and/or in detail.) 4
4. Describe the steps taken to reduce tension between the USA and the USSR between 1968 and 1989. 5

[END OF SPECIMEN QUESTION PAPER]



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**SQ23/N5/01**

**History**

## Marking Instructions

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These Marking Instructions have been provided to show how SQA would mark this Specimen Question Paper.

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## Part One: General Marking Principles for National 5 History

*This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question. The marking schemes are written to assist in determining the 'minimal acceptable answer' rather than listing every possible correct and incorrect answer.*

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question
- (b) Marking should always be positive, ie marks should be awarded for what is correct and not deducted for errors or omissions.
- (c)
  - i. For credit to be given, points must relate to the question asked. Where candidates give points of knowledge without specifying the context, these should be rewarded unless it is clear that they do not refer to the context of the question.  
*eg Some soldiers on the western front suffered from trench foot as they were unable to keep their feet dry. (1 mark for knowledge, even though this does not specify that it relates to the Scottish soldiers)*
  - ii. There are six types of question used in this question paper. Each assesses a particular skill, namely:
    - A. Describe . . .
    - B. Explain the reasons why . . .
    - C. To what extent . . .
    - D. Evaluate the usefulness of Source . . .
    - E. Compare the views of Sources . . .
    - F. How fully does Source . . .
  - iii. For each of the question types (in ii above), the following provides an overview of marking principles and an example of their application for each question type.

### A Questions that ask candidates to Describe . . . (5 or 6 marks)

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

Up to the total mark allocation for this question of 5 or 6 marks:

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

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

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



**B Questions that ask candidates to Explain the reasons why . . . (5 or 6 marks)**

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

**Up to the total mark allocation for this question of 5 or 6 marks:**

- 1 mark should be given for each accurate relevant 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 development).*

**C Questions that ask To what extent . . . (8 marks)**

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

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

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

- 1 mark for the answer being presented in a structured way, with knowledge being organised in support of different factors
- 1 mark for a valid judgement or overall conclusion
- 1 mark for a reason being provided in support of the conclusion

**Example:**

*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 structure) 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 conclusion) 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 conclusion)*

**D Questions that ask candidates to Evaluate the usefulness of a given source as evidence of . . . (5 or 6 marks)**

Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.

**Up to the total mark allocation for this question of 5 or 6 marks:**

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

**Example:**

*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) 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) 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) 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) But it is less useful as it fails to mention that women would not really be covered by this Act. (1 mark)*

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

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

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

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

**Example:**

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

*The sources disagree about how far Charles I created his own problems. (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 a developed comparison)*

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

**F Questions that ask How fully does a given source explain/describe . . . (5 or 6 marks)**

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

**Up to the total mark allocation for this question of 5 or 6 marks:**

- candidates should be given **up to 3 marks** for their identification of points from the source that support their judgement; each point from the source needs to be interpreted rather than simply copied from the source
- 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

**Example:**

*Source B explains the reasons why the Liberals introduced their reforms fairly well as it mentions their growing fear of the Labour party. (1 mark) It mentions specifically the Welsh MPs such as Lloyd George who might lose their seats. (1 mark) It also deals with the raising of working class expectations which the new Labour Party might bring. (1 mark) However, it fails to mention their genuine concern for the masses which motivated many MPs. (1 mark) The poor state of health among volunteers for the Boer War had shocked many of them into demanding changes. (1 mark) Others, such as Churchill, felt that poverty was holding back Britain's competitiveness as a nation and must be changed. (1 mark)*

## Part Two: Marking Instructions for each question

### Section 1, Part A

Question	General Marking Instructions for this type of question	Max mark	Specific Marking Instructions for this question										
1	<p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.</p> <p>For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>a maximum of <b>4 marks</b> can be given for evaluative comments relating to author, type of source, purpose and timing</li> <li>a maximum of <b>2 marks</b> may be given for evaluative comments relating to the content of the source</li> <li>a maximum of <b>2 marks</b> may be given for points of significant omission</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.</p> <p><b>1 mark</b> should be given for each relevant comment made, up to a <b>maximum of 5 marks in total</b>:</p> <ul style="list-style-type: none"> <li>a maximum of <b>4 marks</b> can be given for evaluative comments relating to the author, type of source, purpose and timing</li> <li>a maximum of <b>2 marks</b> may be given for comments relating to the content of the source</li> <li>a maximum of <b>2 marks</b> may be given for comments relating to points of significant omission</li> </ul> <p><b>Examples of aspects of the source and relevant comments:</b></p> <table border="1" data-bbox="994 954 2049 1425"> <thead> <tr> <th data-bbox="994 954 1361 999">Aspect of the source</th> <th data-bbox="1361 954 2049 999">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="994 999 1361 1110"><b>Author:</b> Bishop Fraser of St Andrews</td> <td data-bbox="1361 999 2049 1110">Author was the leading churchman and one of the Guardians who was well informed, so source may be more useful</td> </tr> <tr> <td data-bbox="994 1110 1361 1187"><b>Type of source:</b> A letter</td> <td data-bbox="1361 1110 2049 1187">A personal communication so may be less guarded, so source may be more useful</td> </tr> <tr> <td data-bbox="994 1187 1361 1299"><b>Purpose:</b> To seek Edward's help in keeping the peace</td> <td data-bbox="1361 1187 2049 1299">Purpose may have caused the writer to exaggerate the problem, so source may be less useful</td> </tr> <tr> <td data-bbox="994 1299 1361 1425"><b>Timing:</b> October 1290</td> <td data-bbox="1361 1299 2049 1425">Written at the time there was fear that the Guardianship might fall apart so content may reflect these worries, so source may be less useful</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> Bishop Fraser of St Andrews	Author was the leading churchman and one of the Guardians who was well informed, so source may be more useful	<b>Type of source:</b> A letter	A personal communication so may be less guarded, so source may be more useful	<b>Purpose:</b> To seek Edward's help in keeping the peace	Purpose may have caused the writer to exaggerate the problem, so source may be less useful	<b>Timing:</b> October 1290	Written at the time there was fear that the Guardianship might fall apart so content may reflect these worries, so source may be less useful
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2		<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed</li> </ul>	<p><b>5</b> <i>Candidates can be credited in a number of ways up to a maximum of 5 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ul style="list-style-type: none"> <li>• Murdered Sheriff of Lanark which made him an outlaw and forced him into open rebellion</li> <li>• Attack on Ormsby showed early intentions to undermine the English administration</li> <li>• His use of guerilla tactics was very successful</li> <li>• He gathered a small force as his fame began to spread</li> <li>• Worked with Andrew Moray to win the Battle of Stirling Bridge</li> <li>• He served as Guardian and tried to establish trade with the Low Countries</li> <li>• When he was defeated at the Battle of Falkirk he resigned the Guardianship</li> <li>• His mission to Europe had little success</li> <li>• His role ended when he was betrayed by his own people</li> <li>• <b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>
3		<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p>	<p><b>5</b> <i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p>

		<p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed</li> </ul>		<p><b>Possible reasons may include:</b></p> <ul style="list-style-type: none"> <li>• The Bruces were an important noble family and could use their status</li> <li>• They had a lot of allies in Scotland and so could gather plenty of support</li> <li>• Murder of Comyn removed opposition leadership and weakened any Scottish opposition</li> <li>• Death of Edward I removed threat of English opposition</li> <li>• Support of the Church from Wishart and Lamberton provided Bruce with legitimacy</li> <li>• Bruce was able to use his base in Carrick as a starting point to defeat his Scottish enemies one by one</li> <li>• Bruce was able to split Ross from Comyn, enabling him to tackle one at a time</li> <li>• Bruce destroyed castles rather than allow a base for his enemies</li> <li>• Edward II gave little help to his nobles in Scotland</li> <li>• <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>
4		<p>Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.</p> <p>Candidates should be given <b>up to 3 marks</b> for their identification of points from the source that support their judgement. Each point from the source needs to be interpreted rather than simply copied from the source.</p> <p>Candidates should be given <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve <b>up to 3 marks</b> for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given each point needs to be discretely mentioned in terms of the question.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ul style="list-style-type: none"> <li>• English army had no room to move because they were surrounded by marshes and streams</li> <li>• Bruce decided to take advantage of this mistake and to attack them</li> </ul>

				<ul style="list-style-type: none"> <li>• The English were so jammed together and so tangled up that their leaders struggled to organise any defence</li> <li>• They lost all confidence in Edward II</li> </ul> <p><b>Possible points of significant omission may include:</b></p> <ul style="list-style-type: none"> <li>• Bruce organised Scots into schiltrons which was an effective defensive formation</li> <li>• Bruce chose the higher ground which gave a physical advantage</li> <li>• Bruce prepared the ground behind him to protect from a rear attack</li> <li>• Bruce trained his schiltrons to move which allowed them to respond to attacks</li> <li>• Death of de Bohun demoralised the English</li> <li>• The English had been arguing among themselves</li> <li>• The English were camped on boggy ground which restricted their movement</li> <li>• The English cavalry could not charge due to the congestion</li> <li>• The English bowmen were defeated by the Scots</li> <li>• Many English were trapped by the ditches by the Pelstream and Bannock burns</li> <li>• <b>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>
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Section 1, Part B

		General Marking Instructions for this type of question	Max mark	Specific Marking Instructions for this question
1		<p>Candidates must make a judgement about the extent to which the source provides a full description/ explanation of a given event or development.</p> <p>Candidates should be given <b>up to 3 marks</b> for their identification of points from the source that support their judgement. Each point from the source needs to be interpreted rather than simply copied from the source.</p> <p>Candidates should be given <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve <b>up to 3 marks</b> for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given, each point needs to be discretely mentioned in terms of the question.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ul style="list-style-type: none"> <li>• Guise took strong action against Protestants in Scotland</li> <li>• Made more use of French officials</li> <li>• Used more French soldiers to control key strongholds in Scotland</li> <li>• She demanded a new tax</li> </ul> <p><b>Possible points of significant omission may include:</b></p> <ul style="list-style-type: none"> <li>• Mary Queen of Scots being Queen of France worried the Protestant Scottish nobles</li> <li>• The marriage treaty said that Scotland was to become part of France</li> <li>• The Protestants wanted to defend their religion against Mary of Guise</li> <li>• The Protestants were encouraged by Queen Elizabeth</li> <li>• The Protestants were encouraged by John Knox</li> <li>• <b>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>

2	<p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.</p> <p>For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• a maximum of <b>4 marks</b> can be given for evaluative comments relating to author, type of source, purpose and timing</li> <li>• a maximum of <b>2 marks</b> may be given for evaluative comments relating to the content of the source</li> <li>• a maximum of <b>2 marks</b> may be given for points of significant omission</li> </ul>	<p><b>5</b> <i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.</p> <p><b>1 mark</b> should be given for each relevant comment made, up to a <b>maximum of 5 marks in total:</b></p> <ul style="list-style-type: none"> <li>• a maximum of <b>4 marks</b> can be given for evaluative comments relating to the author, type of source, purpose and timing</li> <li>• a maximum of <b>2 marks</b> may be given for comments relating to the content of the source</li> <li>• a maximum of <b>2 marks</b> may be given for comments relating to points of significant omission</li> </ul> <p><b>Examples of aspects of the source and relevant comments:</b></p> <table border="1" data-bbox="994 783 2047 1134"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td><b>Author:</b> Mary Queen of Scots</td> <td>A young queen newly returned to Scotland</td> </tr> <tr> <td><b>Type of source:</b> Royal orders</td> <td>Official government document</td> </tr> <tr> <td><b>Purpose:</b></td> <td>To calm the churchmen by ensuring payment to ministers of the Church of Scotland</td> </tr> <tr> <td><b>Timing:</b> 1566</td> <td>At a time when the Reformation was very recent and suspicions persisted over her Catholicism</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> Mary Queen of Scots	A young queen newly returned to Scotland	<b>Type of source:</b> Royal orders	Official government document	<b>Purpose:</b>	To calm the churchmen by ensuring payment to ministers of the Church of Scotland	<b>Timing:</b> 1566	At a time when the Reformation was very recent and suspicions persisted over her Catholicism
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4		<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed</li> </ul>	<p><b>5</b> <i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ul style="list-style-type: none"> <li>• 1580: the Pope’s policy of encouraging plots against Elizabeth made English Protestants think Mary was a menace, especially since her son and heir was a Protestant</li> <li>• 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</li> <li>• 1585: Mary was moved to Chartley where English spies discovered how letters were smuggled</li> <li>• 1586: Babington contacted Mary to inform her of his plans to kill Elizabeth and help Mary to escape</li> <li>• Elizabeth hesitated to execute her cousin, the death warrant was concealed amongst a pile of letters and Elizabeth signed them all</li> <li>• <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>
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Section 1, Part C

Question	General Marking Instructions for this type of question	Max mark	Specific Marking Instructions for this question
1	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ul style="list-style-type: none"> <li>• Scots were excluded from trading with England’s colonies</li> <li>• The wars between England and France had reduced Scottish trade with France</li> <li>• Scotland never gained from peace treaties at the end of these wars</li> <li>• Failure of the Darien Scheme left Scotland near to bankruptcy; many blamed England for the failure of the scheme</li> <li>• Queen Anne found it difficult to govern Scotland from Westminster; Scots accused Queen Anne of policies which were damaging to Scotland</li> <li>• The Worcester Affair turned ordinary Scots against what they regarded as English pirates</li> <li>• England feared a French threat in the future if the discontented Scots ever wanted to revive the Auld Alliance</li> <li>• <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>

2		<p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.</p> <p>For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• a maximum of <b>4 marks</b> can be given for evaluative comments relating to author, type of source, purpose and timing</li> <li>• a maximum of <b>2 marks</b> may be given for evaluative comments relating to the content of the source</li> <li>• a maximum of <b>2 marks</b> may be given for points of significant omission</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.</p> <p><b>1 mark</b> should be given for each relevant comment made, up to a <b>maximum of 5 marks in total:</b></p> <ul style="list-style-type: none"> <li>• a maximum of <b>4 marks</b> can be given for evaluative comments relating to the author, type of source, purpose and timing</li> <li>• a maximum of <b>2 marks</b> may be given for comments relating to the content of the source</li> <li>• a maximum of <b>2 marks</b> may be given for comments relating to points of significant omission</li> </ul> <p><b>Examples of aspects of the source and relevant comments:</b></p> <table border="1" data-bbox="994 783 2049 1342"> <thead> <tr> <th data-bbox="994 783 1373 826">Aspect of the source</th> <th data-bbox="1373 783 2049 826">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="994 826 1373 971"> <b>Author:</b>            A member of the Scottish government         </td> <td data-bbox="1373 826 2049 971">Involved in the negotiations</td> </tr> <tr> <td data-bbox="994 971 1373 1083"> <b>Type of source:</b>            A letter         </td> <td data-bbox="1373 971 2049 1083">A personal communication so may be less guarded, so source may be more useful</td> </tr> <tr> <td data-bbox="994 1083 1373 1228"> <b>Purpose:</b>            To encourage secrecy and avoid embarrassment         </td> <td data-bbox="1373 1083 2049 1228">Purpose may have caused the writer to exaggerate the problem, so source may be less useful</td> </tr> <tr> <td data-bbox="994 1228 1373 1342"> <b>Timing:</b>            1707         </td> <td data-bbox="1373 1228 2049 1342">At the time when there was a firm treaty negotiated</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> A member of the Scottish government	Involved in the negotiations	<b>Type of source:</b> A letter	A personal communication so may be less guarded, so source may be more useful	<b>Purpose:</b> To encourage secrecy and avoid embarrassment	Purpose may have caused the writer to exaggerate the problem, so source may be less useful	<b>Timing:</b> 1707	At the time when there was a firm treaty negotiated
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		<p>A maximum of 2 marks may be given for answers in which no judgement has been made.</p>		<p><b>Possible points which may be identified in the source include:</b></p> <ul style="list-style-type: none"> <li>• There was clear opposition among the towns in Scotland</li> <li>• Fear that Scotland would lose business</li> <li>• They would lose the ability to make their own decisions</li> <li>• They would be throwing away all that their ancestors had fought to protect</li> </ul> <p><b>Possible points of significant omission may include:</b></p> <ul style="list-style-type: none"> <li>• The government threatened Scottish trade if the Union was not passed</li> <li>• The government offered titles to people who supported the Union</li> <li>• The government offered jobs to people who supported the Union</li> <li>• They made their officials support the Union or they would not be paid</li> <li>• They had soldiers in northern England and Ulster ready to go to Scotland</li> <li>• The Equivalent made money available to Scotland.</li> <li>• <b>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>
4		<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ul style="list-style-type: none"> <li>• The Pound Sterling replaced the Pound Scots and coins changed</li> <li>• English weights and measures replaced Scottish ones</li> <li>• A Union flag replaced the Scottish flag</li> <li>• New taxes applied in Scotland (Malt Tax)</li> <li>• Customs and Excise men appeared in Scotland</li> <li>• Scottish Parliament and Scottish nobles moved to London</li> </ul>



		<ul style="list-style-type: none"> <li>• a <b>second mark</b> should be given for any point that is developed</li> </ul>		<ul style="list-style-type: none"> <li>• Scots Law was affected by appeals to the House of Lords</li> <li>• The Patronage Act (1712) affected the Kirk</li> <li>• Scots were beginning to trade freely with English colonies</li> <li>• Money and jobs were going to England/Scottish manufacturers were ruined</li> <li>• <b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>
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Section 1, Part D

Question	General Marking Instructions for this type of question	Max mark	Specific Marking Instructions for this question
1	<p>Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.</p> <p>Candidates should be given <b>up to 3 marks</b> for their identification of points from the source that support their judgement. Each point from the source needs to be interpreted rather than simply copied from the source.</p> <p>Candidates should be given <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve <b>up to 3 marks</b> for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given, each point needs to be discretely mentioned in terms of the question.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ul style="list-style-type: none"> <li>• The Irish potato famine of the mid-1840s led to a sharp increase in this immigration</li> <li>• Some landlords evicted those who could not pay their rent</li> <li>• Transport costs were cheap</li> <li>• Wages in the west of Scotland continued to be higher than those in Ireland</li> </ul> <p><b>Possible points of significant omission may include:</b></p> <ul style="list-style-type: none"> <li>• They already had family in Scotland</li> <li>• Scotland was close to Ireland so a short voyage</li> <li>• Cotton mills</li> <li>• Building railways</li> <li>• Seasonal labour</li> <li>• Better housing conditions than Ireland</li> <li>• Jews and Italians escaping poverty or persecution</li> </ul>

				<ul style="list-style-type: none"> <li>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</li> </ul>
2		<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>1 mark should be given for each accurate relevant point of knowledge</li> <li>a second mark should be given for any point that is developed</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p>1 mark should be given for each accurate relevant key point of knowledge. A second mark should be given for each point that is developed, up to a maximum of 5 marks. Candidates may achieve full marks by providing five straightforward points, by making three developed points or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ul style="list-style-type: none"> <li>It brought new ideas and religions</li> <li>It was reflected in architecture</li> <li>Large numbers of poorer Jews arrived between 1880 and 1914. By 1919 over 9,000 lived in Glasgow alone. Most lived in the Gorbals and maintained separate identity, eg spoke Yiddish, the Jewish language</li> <li>Jewish immigrants tended to work in particular jobs such as peddling and hawking (selling door to door)</li> <li>Sweated labour was associated with immigrants and Jews in particular: tailoring and cigarette-making</li> <li>It encouraged immigration from other communities such as Italians and Lithuanians</li> <li>It provided raw materials for factories, such as cotton</li> <li>It provided jobs for Scots abroad and encouraged innovation</li> <li>Role of Empire as a market for Scottish goods and emigrants</li> <li>Empire helped the export-orientated Scottish economy to develop, at least up until 1914, especially in production of shipping, locomotives, etc</li> <li>Empire as a source of competition to Scottish economy: farm produce from Australia, Jute mill development in India, etc</li> <li>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</li> </ul>

3	<p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.</p> <p>For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• a maximum of <b>4 marks</b> can be given for evaluative comments relating to author, type of source, purpose and timing</li> <li>• a maximum of <b>2 marks</b> may be given for evaluative comments relating to the content of the source</li> <li>• a maximum of <b>2 marks</b> may be given for points of significant omission</li> </ul>	<p><b>5</b> <i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.</p> <p>One mark should be given for each relevant comment made, up to a <b>maximum of 5 marks in total</b>:</p> <ul style="list-style-type: none"> <li>• a maximum of <b>4 marks</b> can be given for evaluative comments relating to the author, type of source, purpose and timing</li> <li>• a maximum of <b>2 marks</b> may be given for comments relating to the content of the source</li> <li>• a maximum of <b>2 marks</b> may be given for comments relating to points of significant omission.</li> </ul> <p><b>Examples of aspects of the source and relevant comments:</b></p> <table border="1"> <thead> <tr> <th data-bbox="994 715 1408 756">Aspect of the source</th> <th data-bbox="1408 715 2047 756">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="994 756 1408 836"><b>Author:</b> Newspaper reporter</td> <td data-bbox="1408 756 2047 836">Eyewitness to these events who was well informed, so source may be more useful</td> </tr> <tr> <td data-bbox="994 836 1408 916"><b>Type of source:</b> Newspaper</td> <td data-bbox="1408 836 2047 916">To inform the public but are often biased</td> </tr> <tr> <td data-bbox="994 916 1408 1027"><b>Purpose:</b> To explain the attraction of Australia to many farmers</td> <td data-bbox="1408 916 2047 1027">Purpose may have caused the writer to exaggerate the problem, so source may be less useful</td> </tr> <tr> <td data-bbox="994 1027 1408 1107"><b>Timing:</b> 30 May 1838</td> <td data-bbox="1408 1027 2047 1107">When people were just beginning to move away from the Highlands</td> </tr> <tr> <th data-bbox="994 1107 1559 1145">Content</th> <th data-bbox="1559 1107 2047 1145">Possible comment</th> </tr> <tr> <td data-bbox="994 1145 1559 1294"> <ul style="list-style-type: none"> <li>• Agents promised riches in Australia</li> <li>• They can't make farming pay in Scotland</li> </ul> </td> <td data-bbox="1559 1145 2047 1294">Useful as it provides a balanced view of why some Scots left for Australia</td> </tr> <tr> <td data-bbox="994 1294 1559 1370"> <ul style="list-style-type: none"> <li>• Highlanders crowded to see them</li> </ul> </td> <td data-bbox="1559 1294 2047 1370">Less useful as it may be exaggerated</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> Newspaper reporter	Eyewitness to these events who was well informed, so source may be more useful	<b>Type of source:</b> Newspaper	To inform the public but are often biased	<b>Purpose:</b> To explain the attraction of Australia to many farmers	Purpose may have caused the writer to exaggerate the problem, so source may be less useful	<b>Timing:</b> 30 May 1838	When people were just beginning to move away from the Highlands	Content	Possible comment	<ul style="list-style-type: none"> <li>• Agents promised riches in Australia</li> <li>• They can't make farming pay in Scotland</li> </ul>	Useful as it provides a balanced view of why some Scots left for Australia	<ul style="list-style-type: none"> <li>• Highlanders crowded to see them</li> </ul>	Less useful as it may be exaggerated
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				<p><b>Possible points of significant omission may include:</b></p> <ul style="list-style-type: none"> <li>• Money and letters sent home encouraged people to go</li> <li>• Canada had great opportunities for farming</li> <li>• Agents persuaded people by enthusiasm and pictures</li> <li>• Poverty in Scotland encouraged emigration</li> <li>• Some countries paid fares</li> <li>• Advertisements persuaded people of benefits</li> <li>• Landowners encouraged tenants to emigrate to gain greater profit from sheep</li> <li>• The failure of the potato crop</li> <li>• Kelp-making was no longer profitable</li> <li>• <b>Any other valid point that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>
4			<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p>	<p><b>5</b></p> <p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ul style="list-style-type: none"> <li>• Scots brought farming skills to Canada</li> <li>• Scots developed sheep farming in Australia</li> <li>• Tradesmen such as stonemasons helped the building industry in the USA</li> <li>• They developed businesses, banks and trading companies</li> </ul>

		<p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed</li> </ul>		<ul style="list-style-type: none"> <li>• Examples of contributions to economy and other aspects such as Andrew Carnegie (steel); Donald Mackay (Boston shipyards); Alan Pinkerton (detective agency); John Muir (national parks); examples such as paper-making in New Zealand; Hudson Bay Company</li> <li>• Scots established education system, eg Canada</li> <li>• Scots brought a tradition of hard work</li> <li>• Scots were successful in the government of India</li> <li>• They formed tight-knit communities to support each other</li> <li>• <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>
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Section 1, Part E

Question	General Marking Instructions for this type of question	Max mark	Specific Marking Instructions for this question
1	<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed</li> </ul>	<b>5</b>	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ul style="list-style-type: none"> <li>• Chlorine gas temporarily incapacitated the enemy</li> <li>• Mustard gas and phosgene gas were more potent</li> <li>• However, gas masks made it less effective</li> <li>• Tanks spread fear among the enemy and provided cover for advancing soldiers</li> <li>• However, they broke down and had limited strategic value</li> <li>• Machine guns could kill large numbers</li> <li>• But they often jammed</li> <li>• Aircraft could spot enemy troop positions</li> <li>• <b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>

2	<p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.</p> <p>For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows a how this aspect makes the source more or less useful.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• a maximum of <b>4 marks</b> can be given for evaluative comments relating to author, type of source, purpose and timing</li> <li>• a maximum of <b>2 marks</b> may be given for evaluative comments relating to the content of the source</li> <li>• a maximum of <b>2 marks</b> may be given for points of significant omission</li> </ul>	<p><b>5</b> <i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.</p> <p><b>1 mark</b> should be given for each relevant comment made, up to a <b>maximum of 5 marks in total:</b></p> <ul style="list-style-type: none"> <li>• a maximum of <b>4 marks</b> can be given for evaluative comments relating to the author, type of source, purpose and timing</li> <li>• a maximum of <b>2 marks</b> may be given for comments relating to the content of the source</li> <li>• a maximum of <b>2 marks</b> may be given for comments relating to points of significant omission</li> </ul> <p><b>Examples of aspects of the source and relevant comments:</b></p> <table border="1" data-bbox="994 783 2051 1342"> <thead> <tr> <th data-bbox="994 783 1373 826">Aspect of the source</th> <th data-bbox="1373 783 2051 826">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="994 826 1373 938"><b>Author:</b> Lieutenant George Craik</td> <td data-bbox="1373 826 2051 938">Eyewitness to the events but was an officer so has a particular perspective</td> </tr> <tr> <td data-bbox="994 938 1373 1050"><b>Type of source:</b> Memoirs</td> <td data-bbox="1373 938 2051 1050">Personal recollections, but well after the events</td> </tr> <tr> <td data-bbox="994 1050 1373 1230"><b>Purpose:</b> To explain the extent of the problems faced by officers at Loos</td> <td data-bbox="1373 1050 2051 1230">Purpose may have caused the writer to exaggerate the problem, so source may be less useful</td> </tr> <tr> <td data-bbox="994 1230 1373 1342"><b>Timing:</b> 1915</td> <td data-bbox="1373 1230 2051 1342">At a point when the war had reached stalemate</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> Lieutenant George Craik	Eyewitness to the events but was an officer so has a particular perspective	<b>Type of source:</b> Memoirs	Personal recollections, but well after the events	<b>Purpose:</b> To explain the extent of the problems faced by officers at Loos	Purpose may have caused the writer to exaggerate the problem, so source may be less useful	<b>Timing:</b> 1915	At a point when the war had reached stalemate
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<b>3</b>		<p>Candidates must make a judgement about the extent to which the source provides a full description/ explanation of a given event or development.</p> <p>Candidates should be given <b>up to 3 marks</b> for their identification of points from the source that support their judgement. Each point from the source needs to be interpreted rather than simply copied from the source.</p>	<b>5</b>	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve <b>up to 3 marks</b> for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given, each point needs to be discretely mentioned in terms of the question.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p>								

		<p>Candidates should be given <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p>		<p><b>Possible points which may be identified in the source include:</b></p> <ul style="list-style-type: none"> <li>• Government needed to control the factories</li> <li>• Clyde Workers' Committee was formed to campaign against the Munitions Act</li> <li>• Engineers were forbidden from leaving the works where they were employed</li> <li>• The editors were sent to prison for criticising the war</li> </ul> <p><b>Possible points of significant omission may include:</b></p> <ul style="list-style-type: none"> <li>• Unrest on Red Clydeside between 1915 and 1919 by skilled engineers who went on strike for more pay: “tuppence an hour”</li> <li>• Anger over importation of English and American workers, paid more than Scots workers</li> <li>• Clyde Workers Committee set up to protect munitions workers from compulsory long hours at low rates of pay under Munitions Act</li> <li>• Strike at Beardmore’s Steel Works over “dilution” by unskilled labour</li> <li>• Clyde Workers’ Committee organised strike demanding 40-hour week</li> <li>• Industries changed over to war production</li> <li>• Women used to replace men in semi-skilled work</li> <li>• It provided a temporary reprieve for some industries which were in decline</li> <li>• It interrupted supplies of raw materials</li> <li>• <b>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>
4		<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of</p>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p>

		<p>straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed</li> </ul>	<p><b>Possible reasons may include:</b></p> <ul style="list-style-type: none"> <li>• Suffragist campaigns had gradually gained momentum before the War</li> <li>• They gained support from across the social spectrum and included men as well as women</li> <li>• They had gained voting rights in local elections</li> <li>• There was a gradual widening of the franchise and a sense that it was only a matter of time</li> <li>• Suffragette campaigns kept the issue in the public eye</li> <li>• However, they alienated as many people as they attracted</li> <li>• Their cessation during the war was welcomed</li> <li>• Women's work during the war was recognised as significant</li> <li>• Changes in work led to economic and social changes for women</li> <li>• <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>
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Section 2, Part A

Question	General Marking Instructions for this type of question	Max mark	Specific Marking Instructions for this question										
1	<p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.</p> <p>For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• a maximum of <b>4 marks</b> can be given for evaluative comments relating to author, type of source, purpose and timing</li> <li>• a maximum of <b>2 marks</b> may be given for evaluative comments relating to the content of the source</li> <li>• a maximum of <b>2 marks</b> may be given for points of significant omission</li> </ul>	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.</p> <p><b>1 mark</b> should be given for each relevant comment made, up to a <b>maximum of 6 marks in total</b>:</p> <ul style="list-style-type: none"> <li>• a maximum of <b>4 marks</b> can be given for evaluative comments relating to the author, type of source, purpose and timing</li> <li>• a maximum of <b>2 marks</b> may be given for comments relating to the content of the source</li> <li>• a maximum of <b>2 marks</b> may be given for comments relating to points of significant omission</li> </ul> <p><b>Examples of aspects of the source and relevant comments:</b></p> <table border="1" data-bbox="994 940 2049 1362"> <thead> <tr> <th data-bbox="994 940 1370 986">Aspect of the source</th> <th data-bbox="1370 940 2049 986">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="994 986 1370 1062"><b>Author:</b> French</td> <td data-bbox="1370 986 2049 1062">Useful as it comes from the home of chivalry</td> </tr> <tr> <td data-bbox="994 1062 1370 1139"><b>Type of source:</b> Poetry</td> <td data-bbox="1370 1062 2049 1139">Less useful as it represents a romantic view rather than factual</td> </tr> <tr> <td data-bbox="994 1139 1370 1286"><b>Purpose:</b> To encourage knights to remain true to the ideals of chivalry</td> <td data-bbox="1370 1139 2049 1286">Purpose may have caused the writer to exaggerate the problem in order to shock them into behaving, so source may be less useful</td> </tr> <tr> <td data-bbox="994 1286 1370 1362"><b>Timing:</b> 12<sup>th</sup> century</td> <td data-bbox="1370 1286 2049 1362">Useful as it was written at the height of the age of chivalry</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> French	Useful as it comes from the home of chivalry	<b>Type of source:</b> Poetry	Less useful as it represents a romantic view rather than factual	<b>Purpose:</b> To encourage knights to remain true to the ideals of chivalry	Purpose may have caused the writer to exaggerate the problem in order to shock them into behaving, so source may be less useful	<b>Timing:</b> 12 <sup>th</sup> century	Useful as it was written at the height of the age of chivalry
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Section 2, Part B

Question	General Marking Instructions for this type of question	Max mark	Specific Marking Instructions for this question										
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Section 2, Part C

Question	General Marking Instructions for this type of question	Max mark	Specific Marking Instructions for this question										
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		<p>question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed</li> </ul>		<ul style="list-style-type: none"> <li>• Slaves lived in fear of being sold off/separated from their families if they broke the rules</li> <li>• Slaves had little or no education and could be brainwashed into accepting plantation life</li> <li>• Many islands were small and it was difficult for slaves to evade capture</li> <li>• <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>								
<b>3</b>		<p>Candidates must make a judgement about the extent to which different factors contributed to an event or development, or to its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>up to 5 marks</b> can be given for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> given for each point. <b>If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge</b></li> <li>• a further <b>3 marks</b> can be given for providing the answer in a structured way and coming to a reasoned conclusion</li> </ul>	<b>8</b>	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Candidates must use knowledge to present a balanced assessment of the influence of different possible factors and come to a reasoned conclusion. <b>Up to 5 marks</b> are allocated for relevant points of knowledge used to address the question. <b>1 mark</b> should be given for each relevant, factual key point of knowledge used to support a factor. <b>If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge.</b></p> <table border="1"> <thead> <tr> <th>Possible factors may include:</th> <th>Relevant, factual, key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td>Role of Wilberforce</td> <td> <ul style="list-style-type: none"> <li>• Wilberforce motivated by his Christian principles</li> <li>• He was reluctant at first to pursue the matter in Parliament</li> <li>• Used his influence over Pitt to support the campaign</li> <li>• However, once he became convinced, he led the Parliamentary campaign for abolition</li> </ul> </td> </tr> <tr> <td>Other campaigners contributed too</td> <td> <ul style="list-style-type: none"> <li>• Quakers' anti-slavery committees had begun the campaigns</li> <li>• Contribution of anti-slavery campaigners, eg Thomas Clarkson</li> <li>• First-hand accounts from former slaves such as Equiano influenced people</li> <li>• Influence of religious groups/the churches</li> <li>• National anti-slavery campaigns involving meetings, petitions, leaflets</li> </ul> </td> </tr> <tr> <td>Changing</td> <td> <ul style="list-style-type: none"> <li>• People had begun to think of Africans as fellow human</li> </ul> </td> </tr> </tbody> </table>	Possible factors may include:	Relevant, factual, key points of knowledge to support this factor may include:	Role of Wilberforce	<ul style="list-style-type: none"> <li>• Wilberforce motivated by his Christian principles</li> <li>• He was reluctant at first to pursue the matter in Parliament</li> <li>• Used his influence over Pitt to support the campaign</li> <li>• However, once he became convinced, he led the Parliamentary campaign for abolition</li> </ul>	Other campaigners contributed too	<ul style="list-style-type: none"> <li>• Quakers' anti-slavery committees had begun the campaigns</li> <li>• Contribution of anti-slavery campaigners, eg Thomas Clarkson</li> <li>• First-hand accounts from former slaves such as Equiano influenced people</li> <li>• Influence of religious groups/the churches</li> <li>• National anti-slavery campaigns involving meetings, petitions, leaflets</li> </ul>	Changing	<ul style="list-style-type: none"> <li>• People had begun to think of Africans as fellow human</li> </ul>
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Section 2, Part D

Question	General Marking Instructions for this type of question	Max mark	Specific Marking Instructions for this question										
1	<p>Candidates must make a judgement about the extent to which different factors contributed to an event or development, or to its impact. They are required to provide a balanced account of the influence of different factors and come to a reasoned conclusion based on the evidence presented.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>up to 5 marks</b> can be given for relevant, factual, key points of knowledge used to support factors, with <b>1 mark</b> given for each point. <b>If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge</b></li> <li>• a further <b>3 marks</b> can be given for providing the answer in a structured way and coming to a reasoned conclusion</li> </ul>	8	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Candidates must use knowledge to present a balanced assessment of the influence of different possible factors and come to a reasoned conclusion. <b>Up to 5 marks</b> are allocated for relevant points of knowledge used to address the question. <b>1 mark</b> should be given for each relevant, factual key point of knowledge used to support a factor. <b>If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge.</b></p> <table border="1" data-bbox="994 660 2049 1310"> <thead> <tr> <th data-bbox="994 660 1357 740">Possible factors may include:</th> <th data-bbox="1357 660 2049 740">Relevant, factual, key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td data-bbox="994 740 1357 999">Improved medical knowledge</td> <td data-bbox="1357 740 2049 999"> <ul style="list-style-type: none"> <li>• Able to cure more diseases</li> <li>• Vaccinations prevented disease</li> <li>• Surgery improved and saved lives</li> <li>• Anaesthetics</li> <li>• Antiseptics</li> <li>• Better care for mothers and babies</li> </ul> </td> </tr> <tr> <td data-bbox="994 999 1357 1155">Better living conditions</td> <td data-bbox="1357 999 2049 1155"> <ul style="list-style-type: none"> <li>• Improvements in housing</li> <li>• Sanitation</li> <li>• Better diet</li> <li>• Improved working conditions</li> </ul> </td> </tr> <tr> <td data-bbox="994 1155 1357 1232">Clean water supply</td> <td data-bbox="1357 1155 2049 1232"> <ul style="list-style-type: none"> <li>• Removed the cause of diseases such as cholera and typhoid</li> </ul> </td> </tr> <tr> <td data-bbox="994 1232 1357 1310">Any other valid factor</td> <td data-bbox="1357 1232 2049 1310"></td> </tr> </tbody> </table>	Possible factors may include:	Relevant, factual, key points of knowledge to support this factor may include:	Improved medical knowledge	<ul style="list-style-type: none"> <li>• Able to cure more diseases</li> <li>• Vaccinations prevented disease</li> <li>• Surgery improved and saved lives</li> <li>• Anaesthetics</li> <li>• Antiseptics</li> <li>• Better care for mothers and babies</li> </ul>	Better living conditions	<ul style="list-style-type: none"> <li>• Improvements in housing</li> <li>• Sanitation</li> <li>• Better diet</li> <li>• Improved working conditions</li> </ul>	Clean water supply	<ul style="list-style-type: none"> <li>• Removed the cause of diseases such as cholera and typhoid</li> </ul>	Any other valid factor	
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2		<p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.</p> <p>For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• a maximum of <b>4 marks</b> can be given for evaluative comments relating to author, type of source, purpose and timing</li> <li>• a maximum of <b>2 marks</b> may be given for evaluative comments relating to the content of the source</li> <li>• a maximum of <b>2 marks</b> may be given for points of significant omission</li> </ul>	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.</p> <p>One mark should be given for each relevant comment made, up to a <b>maximum of 6 marks in total:</b></p> <ul style="list-style-type: none"> <li>• a maximum of <b>4 marks</b> can be given for evaluative comments relating to the author, type of source, purpose and timing</li> <li>• a maximum of <b>2 marks</b> may be given for comments relating to the content of the source</li> <li>• a maximum of <b>2 marks</b> may be given for comments relating to points of significant omission</li> </ul> <p><b>Examples of aspects of the source and relevant comments:</b></p> <table border="1"> <thead> <tr> <th>Aspect of the source</th> <th>Possible comment</th> </tr> </thead> <tbody> <tr> <td><b>Author:</b> Railway engineer</td> <td>Useful as it was written by an eyewitness to the events</td> </tr> <tr> <td><b>Type of source:</b> Written recollections</td> <td>Useful as it was based on personal experience but written later so less useful as they may have forgotten things</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> Railway engineer	Useful as it was written by an eyewitness to the events	<b>Type of source:</b> Written recollections	Useful as it was based on personal experience but written later so less useful as they may have forgotten things
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Section 2, Part E

Question	General Marking Instructions for this type of question	Max mark	Specific Marking Instructions for this question										
1	<p>Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.</p> <p>For a mark to be given, the candidate must identify an aspect of the source and make a comment which shows how this aspect makes the source more or less useful.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• a maximum of <b>4 marks</b> can be given for evaluative comments relating to author, type of source, purpose and timing</li> <li>• a maximum of <b>2 marks</b> may be given for evaluative comments relating to the content of the source</li> <li>• a maximum of <b>2 marks</b> may be given for points of significant omission</li> </ul>	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make a judgement about the usefulness of the source and support this by making evaluative comments on identified aspects of the source.</p> <p><b>1 mark</b> should be given for each relevant comment made, up to a <b>maximum of 6 marks in total:</b></p> <ul style="list-style-type: none"> <li>• a maximum of <b>4 marks</b> can be given for evaluative comments relating to the author, type of source, purpose and timing</li> <li>• a maximum of <b>2 marks</b> may be given for comments relating to the content of the source</li> <li>• a maximum of <b>2 marks</b> may be given for comments relating to points of significant omission</li> </ul> <p><b>Examples of aspects of the source and relevant comments:</b></p> <table border="1" data-bbox="994 1010 2051 1423"> <thead> <tr> <th data-bbox="994 1010 1373 1082">Aspect of the source</th> <th data-bbox="1373 1010 2051 1082">Possible comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="994 1082 1373 1161"><b>Author:</b> Campaigner for change</td> <td data-bbox="1373 1082 2051 1161">Useful as it was an eyewitness but less useful as it has a clear bias</td> </tr> <tr> <td data-bbox="994 1161 1373 1241"><b>Type of source:</b> A letter</td> <td data-bbox="1373 1161 2051 1241">A personal communication so may be less guarded, so source may be more useful</td> </tr> <tr> <td data-bbox="994 1241 1373 1353"><b>Purpose:</b> To describe the extent of the poverty in London</td> <td data-bbox="1373 1241 2051 1353">Purpose may have caused the writer to exaggerate the problem, so source may be less useful</td> </tr> <tr> <td data-bbox="994 1353 1373 1423"><b>Timing:</b> 1890</td> <td data-bbox="1373 1353 2051 1423">When poverty in London was at its worst</td> </tr> </tbody> </table>	Aspect of the source	Possible comment	<b>Author:</b> Campaigner for change	Useful as it was an eyewitness but less useful as it has a clear bias	<b>Type of source:</b> A letter	A personal communication so may be less guarded, so source may be more useful	<b>Purpose:</b> To describe the extent of the poverty in London	Purpose may have caused the writer to exaggerate the problem, so source may be less useful	<b>Timing:</b> 1890	When poverty in London was at its worst
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	<p>with 1 mark given for each point. If only one factor is presented, a maximum of 3 marks should be given for relevant points of knowledge</p> <ul style="list-style-type: none"> <li>a further 3 marks can be given for providing the answer in a structured way and coming to a reasoned conclusion</li> </ul>		<table border="1"> <thead> <tr> <th data-bbox="994 161 1335 236">Possible factors may include:</th> <th data-bbox="1335 161 2054 236">Relevant, factual, key points of knowledge to support this factor may include:</th> </tr> </thead> <tbody> <tr> <td data-bbox="994 236 1335 485">Increasing popularity of the Labour party</td> <td data-bbox="1335 236 2054 485"> <ul style="list-style-type: none"> <li>Trade Unions did not feel Liberals and Conservatives did enough for the poor</li> <li>The new Labour Party stood for practical reforms to tackle poverty</li> <li>Liberals thought of ways to help the poor because they thought they would lose votes to Labour</li> </ul> </td> </tr> <tr> <td data-bbox="994 485 1335 662">Concern for the poor</td> <td data-bbox="1335 485 2054 662"> <ul style="list-style-type: none"> <li>Socialists felt a high level of poverty was wrong</li> <li>Reports of Booth and Rowntree showed the scale of poverty</li> <li>Many Liberal MPs represented poorer constituencies</li> </ul> </td> </tr> <tr> <td data-bbox="994 662 1335 948">National efficiency</td> <td data-bbox="1335 662 2054 948"> <ul style="list-style-type: none"> <li>Worries about effect of poverty on the defence of the country</li> <li>Concern that industrial output was being held back because of poverty</li> <li>Countries such as Germany showed poverty could be tackled, eg pensions</li> <li>Recruitment during the Boer War led to fears over defence due to fitness of many men</li> </ul> </td> </tr> <tr> <td data-bbox="994 948 1335 1038">Any other valid factor</td> <td data-bbox="1335 948 2054 1038"></td> </tr> </tbody> </table> <p>Up to 3 marks should be given for presenting the answer in a structured way, leading to a conclusion which addresses the question, as follows:</p> <p>1 mark for the answer being presented in a structured way, with knowledge being organised in support of different factors.</p> <p>1 mark given for a valid judgement or overall conclusion.</p> <p>1 mark given for a reason being provided in support of the conclusion.</p>	Possible factors may include:	Relevant, factual, key points of knowledge to support this factor may include:	Increasing popularity of the Labour party	<ul style="list-style-type: none"> <li>Trade Unions did not feel Liberals and Conservatives did enough for the poor</li> <li>The new Labour Party stood for practical reforms to tackle poverty</li> <li>Liberals thought of ways to help the poor because they thought they would lose votes to Labour</li> </ul>	Concern for the poor	<ul style="list-style-type: none"> <li>Socialists felt a high level of poverty was wrong</li> <li>Reports of Booth and Rowntree showed the scale of poverty</li> <li>Many Liberal MPs represented poorer constituencies</li> </ul>	National efficiency	<ul style="list-style-type: none"> <li>Worries about effect of poverty on the defence of the country</li> <li>Concern that industrial output was being held back because of poverty</li> <li>Countries such as Germany showed poverty could be tackled, eg pensions</li> <li>Recruitment during the Boer War led to fears over defence due to fitness of many men</li> </ul>	Any other valid factor	
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3		<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed</li> </ul>	<p><b>6</b> <i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 6 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ul style="list-style-type: none"> <li>• Beveridge Report showed the true nature of poverty and had widespread support</li> <li>• Government ensured everyone had a fair share during the war and people wanted this to continue</li> <li>• Ministry of Food ensured nation's health and safe food supply</li> <li>• The public expected the Government to do more for them since this had worked well during the war</li> <li>• Recognition of scale of poverty because of evacuation brought more support for change</li> <li>• Bombing destroyed large amounts of housing and created an obvious need for intervention</li> <li>• Labour Party's socialist ideology said there should be redistribution of wealth</li> <li>• <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>
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Section 3, Part A

Question	General Marking Instructions for this type of question	Max mark	Specific Marking Instructions for this question										
1	<p>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each simple point of comparison</li> <li>• <b>a second mark</b> should be given to each developed point of comparison</li> </ul> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p>	4	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark</b>. A developed comparison of the points of detail or overall viewpoint should be given <b>2 marks</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons or by a combination of these.</p> <p><b>Possible points of comparison may include:</b></p> <table border="1" data-bbox="994 695 2051 1321"> <thead> <tr> <th data-bbox="994 695 1520 730">Source A</th> <th data-bbox="1520 695 2051 730">Source B</th> </tr> </thead> <tbody> <tr> <td data-bbox="994 730 1520 938"> <b>Overall:</b>  Sources agree about the treatment of Jews   Crusaders' brutal treatment of the Jews </td> <td data-bbox="1520 730 2051 938"> Crusaders were ruthless killers </td> </tr> <tr> <td data-bbox="994 938 1520 1078"> Many of the Crusaders were poor and hungry so they began stealing food and possessions from the Jews </td> <td data-bbox="1520 938 2051 1078"> Houses were robbed and valuables stolen </td> </tr> <tr> <td data-bbox="994 1078 1520 1203"> Some forced the Jews to change religion and become Christian </td> <td data-bbox="1520 1078 2051 1203"> Those Jews who survived the massacre were forced to give up their faith and become Christians </td> </tr> <tr> <td data-bbox="994 1203 1520 1321"> Others, against the orders of Peter the Hermit, slaughtered the Jews </td> <td data-bbox="1520 1203 2051 1321"> Immediately Peter the Hermit's army began attacking and killing Jewish men, women and children </td> </tr> </tbody> </table>	Source A	Source B	<b>Overall:</b> Sources agree about the treatment of Jews  Crusaders' brutal treatment of the Jews	Crusaders were ruthless killers	Many of the Crusaders were poor and hungry so they began stealing food and possessions from the Jews	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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2		<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed</li> </ul>	<p><b>5</b> <i>Candidates can be credited in a number of ways up to a maximum of 5 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a <b>maximum of 5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ul style="list-style-type: none"> <li>• The Crusaders failed to starve the Muslims inside Nicaea into surrendering</li> <li>• The governor of Nicaea, Kilij Arslan, was away fighting his Muslim neighbours; he did not return to protect the city</li> <li>• The Crusaders asked Emperor Alexius for boats to blockade the city</li> <li>• City was surrounded and the Muslims inside had their supplies cut off</li> <li>• Emperor Alexius agreed to let the Muslims go free in return for the city</li> <li>• Without the knowledge of the Crusaders, the city was returned to Emperor Alexius in the middle of the night</li> <li>• The Crusaders were denied their plunder of the city</li> <li>• The relationship between Emperor Alexius and the Crusaders was damaged</li> <li>• <b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>
3		<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p>	<p><b>5</b> <i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p>

		<p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed</li> </ul>		<p><b>Possible reasons may include:</b></p> <ul style="list-style-type: none"> <li>• Crusaders used battering rams to weaken the city's defences</li> <li>• Crusaders used siege towers to climb the city's walls</li> <li>• Godfrey provided strong leadership in battle</li> <li>• A Crusader killed the guards and let the other Crusaders in</li> <li>• The Crusaders killed everyone inside the city: men, women and children</li> <li>• <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>
4		<p>Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.</p> <p>Candidates should be given <b>up to 3 marks</b> for their identification of points from the source that support their judgement. Each point from the source needs to be interpreted rather than simply copied from the source.</p> <p>Candidates should be given <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p>	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve <b>up to 3 marks</b> for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given, each point needs to be discretely mentioned in terms of the question.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ul style="list-style-type: none"> <li>• Saladin was renowned for his knightly virtues</li> <li>• Saladin, knowing that he was poorly supplied with delicacies, sent him a gift of the choicest fruits of the land</li> <li>• Saladin sent a fine Arabian steed as a present for his rival</li> <li>• Involved in almost daily combat</li> </ul>

				<p><b>Possible points of significant omission may include:</b></p> <ul style="list-style-type: none"> <li>• He united and led the Muslim world</li> <li>• In 1187, he recaptured Jerusalem for the Muslims after defeating the King of Jerusalem at the Battle of Hattin</li> <li>• When his soldiers entered the city of Jerusalem, they were not allowed to kill civilians, rob people or damage the city</li> <li>• At Acre, Saladin agreed to pay a ransom for the people but somehow there was a breakdown in the process of payment and Richard ordered their execution</li> <li>• Saladin lost at the Battle of Arsuf in September 1191</li> <li>• Saladin agreed a truce for pilgrims from the west to be allowed to visit Jerusalem without being troubled by the Muslims</li> <li>• Saladin was a good negotiator - he refused the Crusaders' request to keep Ascalon</li> <li>• He was respected by other Muslim leaders</li> <li>• He never went back on a promise</li> <li>• <b>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>
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Section 3, Part B

Question	General Marking Instructions for this type of question	Max mark	Specific Marking Instructions for this question
1	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ul style="list-style-type: none"> <li>• Britain had insisted on keeping troops in America after the French war</li> <li>• The British had wanted the Americans to pay for their own defence/the Quartering Act meant they had to billet British soldiers</li> <li>• Grenville had introduced measures after the war to raise revenue, eg the Sugar Act and the Stamp Duty Act which were resented</li> <li>• Britain was taxing the colonists without giving them representation</li> <li>• The British had attempted to prevent the Americans moving west</li> <li>• George III was a tyrant, ruling from 3,000 miles away, who did not understand the colonists</li> <li>• <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>
2	<p>Candidates must make a judgement about the extent to which the source provides a full description/ explanation of a given event or development.</p>	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate</p>

		<p>Candidates should be given <b>up to 3 marks</b> for their identification of points from the source that support their judgement. Each point from the source needs to be interpreted rather than simply copied from the source.</p> <p>Candidates should be given <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p>		<p>can achieve <b>up to 3 marks</b> for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given, each point needs to be discretely mentioned in terms of the question.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ul style="list-style-type: none"> <li>• The Revolutionary War was waged by small armies</li> <li>• Led by inefficient, even incompetent, commanders who fought muddled campaigns</li> <li>• The men gathering in Boston were enthusiastic but badly armed and lacking supplies</li> <li>• Most men were part-time and served for only a few months</li> </ul> <p><b>Possible points of significant omission may include:</b></p> <ul style="list-style-type: none"> <li>• They were badly armed and lacked supplies.</li> <li>• Many American officers lacked training in the different types of warfare</li> <li>• Were short of artillery and cavalry; many did not have a uniform</li> <li>• <b>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>
<b>3</b>		<p>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>Up to the total mark allocation for this</p>	<b>4</b>	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark</b>. A developed comparison of the points of detail or overall viewpoint should be given <b>2 marks</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p> <p><b>Possible points of comparison may include:</b></p>

		<p>question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each simple point of comparison</li> <li>• <b>a second mark</b> should be given to each developed point of comparison</li> </ul> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p>		<table border="1"> <thead> <tr> <th data-bbox="994 196 1527 240">Source B</th> <th data-bbox="1527 196 2049 240">Source C</th> </tr> </thead> <tbody> <tr> <td data-bbox="994 240 1527 419"> <p><b>Overall:</b> Agree that the British defeat was their own fault</p> <p>Cornwallis was defeated by a combination of difficult circumstances</p> </td> <td data-bbox="1527 240 2049 419"> <p>Cornwallis made some basic errors</p> </td> </tr> <tr> <td data-bbox="994 419 1527 533"> <p>Cornwallis moved into Virginia and began to build a base at Yorktown</p> </td> <td data-bbox="1527 419 2049 533"> <p>Cornwallis set up camp at Yorktown</p> </td> </tr> <tr> <td data-bbox="994 533 1527 671"> <p>In 1781, by late summer, Cornwallis's position at Yorktown was deteriorating fast</p> </td> <td data-bbox="1527 533 2049 671"> <p>In August 1781, but this turned out to be a poor position</p> </td> </tr> <tr> <td data-bbox="994 671 1527 791"> <p>American forces prevented him from moving inland</p> </td> <td data-bbox="1527 671 2049 791"> <p>American troops moved quickly to surround him and keep him there</p> </td> </tr> </tbody> </table>	Source B	Source C	<p><b>Overall:</b> Agree that the British defeat was their own fault</p> <p>Cornwallis was defeated by a combination of difficult circumstances</p>	<p>Cornwallis made some basic errors</p>	<p>Cornwallis moved into Virginia and began to build a base at Yorktown</p>	<p>Cornwallis set up camp at Yorktown</p>	<p>In 1781, by late summer, Cornwallis's position at Yorktown was deteriorating fast</p>	<p>In August 1781, but this turned out to be a poor position</p>	<p>American forces prevented him from moving inland</p>	<p>American troops moved quickly to surround him and keep him there</p>
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4		<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this</p>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>One mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p>										

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Section 3, Part C

Question	General Marking Instructions for this type of question	Max mark	Specific Marking Instructions for this question
1	<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed</li> </ul>	<b>5</b>	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ul style="list-style-type: none"> <li>• Native Americans wanted freedom to roam/hunt; white Americans wanted to farm</li> <li>• Treaty with the Native Americans broken: felt betrayed due to broken promises</li> <li>• Grants to encourage gold prospecting alarmed Native Americans (Colorado &amp; Montana in 1858/the Black Hills in 1874)</li> <li>• Sacred land had to be protected by the Native Americans</li> <li>• Many white Americans favoured setting up reservations but Native Americans objected to reservation life</li> <li>• Hunting grounds disturbed by settlers and miners crossing Native American territory on the way to California and Oregon</li> <li>• Issue of buffalo brought further conflict</li> <li>• Development of the railways</li> <li>• Clash of cultures: many white Americans saw Native Americans as savages/inferior</li> <li>• Decline in Native American population: some Native American tribes were wiped out</li> <li>• White/Native American tension led to atrocities/massacres/wars, eg Battle of Little Big Horn</li> </ul>



				<ul style="list-style-type: none"> <li>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</li> </ul>
2		<p>Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.</p> <p>Candidates should be given <b>up to 3 marks</b> for their identification of points from the source that support their judgement. Each point from the source needs to be interpreted rather than simply copied from the source.</p> <p>Candidates should be given <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p>	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve <b>up to 3 marks</b> for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given, each point needs to be discretely mentioned in terms of the question.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ul style="list-style-type: none"> <li>The Compromise of 1850 was created by Henry Clay and others to deal with the balance between slave and free states</li> <li>The Kansas-Nebraska Act of 1854</li> <li>The real issue occurred in Kansas where pro-slavery people of Missouri began to pour into the state to help force it to be slave</li> <li>The fight even erupted on the floor of the Senate when anti-slavery campaigner Charles Sumner was beat over the head by South Carolina's Senator, Preston Brooks</li> </ul> <p><b>Possible points of significant omission may include:</b></p> <ul style="list-style-type: none"> <li>North-South Divide: Northern states opposed to slavery/Southern states in favour of slavery</li> <li>South saw slavery as central to its way of life/justified use of slaves</li> <li>Slavery perceived as a moral good/necessary evil by Southerners</li> <li>Horror of slave life (Uncle Tom's Cabin) intensified sectional feeling</li> <li>Northern anti-slavery propaganda inflamed South</li> </ul>

				<ul style="list-style-type: none"> <li>• South was alarmed by election of Lincoln who wanted to halt spread of slavery</li> <li>• Background to slavery issues played a part in dividing the nation (Fugitive State Laws, Dred Scott case, [1857], John Brown's Raid [1859])</li> <li>• Fanatical leaders on either side who were unwilling to compromise</li> <li>• South fearful of modernisation and movement of people to the North</li> <li>• The Confederate attack on Fort Sumter forced Lincoln's hand</li> <li>• <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>
3		<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ul style="list-style-type: none"> <li>• The North had a larger and superior number of forces and soldiers</li> <li>• They were better equipped</li> <li>• They had more economic leverage to maintain their forces</li> <li>• Moral cause spurred them on</li> <li>• Role of General Grant was significant in providing better strategy</li> <li>• Political leadership of Lincoln kept a focus on winning the war</li> <li>• South was disorganised: infighting among Southern states</li> <li>• <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>

4		<p>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each simple point of comparison</li> <li>• <b>a second mark</b> should be given to each developed point of comparison</li> </ul> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p>	<p><b>4</b> <i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark</b>. A developed comparison of the points of detail or overall viewpoint should be given <b>2 marks</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p> <p><b>Possible points of comparison may include:</b></p> <table border="1" data-bbox="994 539 2047 1043"> <thead> <tr> <th data-bbox="994 539 1536 584">Source B</th> <th data-bbox="1536 539 2047 584">Source C</th> </tr> </thead> <tbody> <tr> <td data-bbox="994 584 1536 762"> <b>Overall:</b> Agree about the brutality by whites and lack of resistance by blacks             Failure to resist due to not understanding why this was happening         </td> <td data-bbox="1536 584 2047 762">           Reluctant to resist as they wanted to be seen as law-abiding         </td> </tr> <tr> <td data-bbox="994 762 1536 874">           Hostility was shown to the school teachers like me who taught in schools for blacks         </td> <td data-bbox="1536 762 2047 874">           Teachers became key figures so they were frequently intimidated         </td> </tr> <tr> <td data-bbox="994 874 1536 979">           They went at night and gave these warnings         </td> <td data-bbox="1536 874 2047 979">           These attacks usually took place at night         </td> </tr> <tr> <td data-bbox="994 979 1536 1043">           They were whipping me         </td> <td data-bbox="1536 979 2047 1043">           Mutilated and murdered         </td> </tr> </tbody> </table>	Source B	Source C	<b>Overall:</b> Agree about the brutality by whites and lack of resistance by blacks  Failure to resist due to not understanding why this was happening	Reluctant to resist as they wanted to be seen as law-abiding	Hostility was shown to the school teachers like me who taught in schools for blacks	Teachers became key figures so they were frequently intimidated	They went at night and gave these warnings	These attacks usually took place at night	They were whipping me	Mutilated and murdered
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They were whipping me	Mutilated and murdered												

Section 3, Part D

Question	General Marking Instructions for this type of question	Max mark	Specific Marking Instructions for this question
1	<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ul style="list-style-type: none"> <li>• Spartacist Revolt</li> <li>• Political assassinations</li> <li>• Kapp Putsch</li> <li>• Constitutional disagreements</li> <li>• Stab in the Back myth</li> <li>• Reactions to Versailles</li> <li>• <b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>
2	<p>Candidates must make a judgement about the extent to which the source provides a full description/ explanation of a given event or development.</p> <p>Candidates should be given <b>up to 3 marks</b> for their identification of points from the source that support their</p>	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve <b>up to 3 marks</b> for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement</p>

		<p>judgement. Each point from the source needs to be interpreted rather than simply copied from the source.</p> <p>Candidates should be given <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p>		<p>has been made about the limitations of the source. For full marks to be given, each point needs to be discretely mentioned in terms of the question.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ul style="list-style-type: none"> <li>• On Friday afternoons, workers desperately rushed to the nearest store, where a queue had already formed</li> <li>• When you arrived a pound of sugar cost two million marks but, by the time your turn came, you could only afford a half pound</li> <li>• In the chaos, people pushed prams loaded with money</li> <li>• We were devastated as life savings became worthless</li> </ul> <p><b>Possible points of significant omission may include:</b></p> <ul style="list-style-type: none"> <li>• It wiped out pensions</li> <li>• It caused a degree of psychological trauma in the nation</li> <li>• Bartering became common</li> <li>• People preferred dollars as a more stable currency</li> <li>• Debts were wiped out</li> <li>• Some businessmen such as Stinnes benefited</li> <li>• Businesses went bust due to lack of investment</li> <li>• Increased political extremism</li> <li>• Munich Putsch</li> <li>• <b>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>
3		<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may</p>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for</p>

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4		<p>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point by point basis. They may compare the</p>	4	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark</b>.</p>

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Section 3, Part E

Question	General Marking Instructions for this type of question	Max mark	Specific Marking Instructions for this question
1	<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ul style="list-style-type: none"> <li>• Wages were low and working conditions were poor</li> <li>• Working hours were very long/12-hour shifts</li> <li>• High number of deaths from accidents and work-related health problems/poor diet</li> <li>• Poor living conditions/shared rooms in tenement blocks/barrack-style buildings next to factories</li> <li>• No privacy or private space/shared beds occupied in shifts/curtains in place of walls</li> <li>• Under surveillance by Okhrana/police spies infiltrated the unions</li> <li>• The people did not have full voting rights</li> <li>• Strikes/protests often put down by police or government troops, eg Bloody Sunday, Lena Goldfields</li> <li>• Food shortages</li> <li>• <b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>



2		<p>Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.</p> <p>Candidates should be given <b>up to 3 marks</b> for their identification of points from the source that support their judgement. Each point from the source needs to be interpreted rather than simply copied from the source.</p> <p>Candidates should be given <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p>	<p><b>6</b> <i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve <b>up to 3 marks</b> for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given, each point needs to be discretely mentioned in terms of the question.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ul style="list-style-type: none"> <li>• By 1905 there was a growing desire to overthrow the repressive government of Nicholas II</li> <li>• There was a great deal of poverty in the cities and the countryside</li> <li>• The revolutionary movement gained strength following Russia’s humiliating defeat by Japan</li> <li>• Revolutionary groups became much more organised</li> </ul> <p><b>Possible points of significant omission may include:</b></p> <ul style="list-style-type: none"> <li>• Impact of Bloody Sunday which angered people</li> <li>• Shortages of food and fuel made people desperate</li> <li>• High unemployment caused distress</li> <li>• Discontent in the armed forces was increasing.</li> <li>• <b>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>
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3	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed</li> </ul>	<p><b>5</b> <i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ul style="list-style-type: none"> <li>• The Provisional Government lacked legitimate authority to rule Russia</li> <li>• It had taken too long to organise democratic elections</li> <li>• It had needed others' help to defeat the Kornilov Coup</li> <li>• It failed to solve key problems: food shortages/rising prices/unemployment</li> <li>• The Provisional Government lost popularity as it continued the war and failure to deliver reforms in land ownership and working conditions</li> <li>• Kerensky and the Provisional Government were seen as weak/were taken by surprise at Bolshevik growth</li> <li>• <b>BUT</b> the failure of the July Days strengthened the Provisional Government</li> <li>• Bolshevik propaganda was successful in putting over its policies</li> <li>• They promised an end to war, give land to the peasants, food to the workers and an end to rule by the rich</li> <li>• Lenin and the Bolsheviks appealed by being strong and organised</li> <li>• The Bolsheviks had weapons (not handed back) after the Kornilov revolt</li> <li>• The Bolsheviks had great support from the industrial workers in Petrograd/Moscow and gained control of the local Soviets</li> <li>• The Bolsheviks had some military support to be able to seize key points in Petrograd</li> <li>• Return of Bolshevik exiles/prisoners increased revolutionary fervour</li> <li>• <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>
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4		<p>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point by point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each simple point of comparison</li> <li>• <b>a second mark</b> should be given to each developed point of comparison</li> </ul> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p>	4	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark</b>. A developed comparison of the points of detail or overall viewpoint should be given <b>2 marks</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p> <p><b>Possible points of comparison may include:</b></p> <table border="1" data-bbox="994 539 2049 1177"> <thead> <tr> <th data-bbox="994 539 1561 584">Source B</th> <th data-bbox="1561 539 2049 584">Source C</th> </tr> </thead> <tbody> <tr> <td data-bbox="994 584 1561 762"> <p><b>Overall:</b> Sources disagree about the nature of Trotsky's leadership.</p> <p>Trotsky was a great leader</p> </td> <td data-bbox="1561 584 2049 762"> <p>Trotsky was ruthless</p> </td> </tr> <tr> <td data-bbox="994 762 1561 874"> <p>He was an inspirational leader</p> </td> <td data-bbox="1561 762 2049 874"> <p>A ruthless leader who used strict discipline</p> </td> </tr> <tr> <td data-bbox="994 874 1561 1054"> <p>He made rousing speeches to the troops and raised morale</p> </td> <td data-bbox="1561 874 2049 1054"> <p>When 200 soldiers deserted at Svyazhsk, Trotsky arrived and ordered the execution of one in every ten men in the regiment, as a warning to the rest</p> </td> </tr> <tr> <td data-bbox="994 1054 1561 1177"> <p>Over five million men joined the Red Army of their own free will</p> </td> <td data-bbox="1561 1054 2049 1177"> <p>He forced people to join the Red Army to raise the number of troops</p> </td> </tr> </tbody> </table>	Source B	Source C	<p><b>Overall:</b> Sources disagree about the nature of Trotsky's leadership.</p> <p>Trotsky was a great leader</p>	<p>Trotsky was ruthless</p>	<p>He was an inspirational leader</p>	<p>A ruthless leader who used strict discipline</p>	<p>He made rousing speeches to the troops and raised morale</p>	<p>When 200 soldiers deserted at Svyazhsk, Trotsky arrived and ordered the execution of one in every ten men in the regiment, as a warning to the rest</p>	<p>Over five million men joined the Red Army of their own free will</p>	<p>He forced people to join the Red Army to raise the number of troops</p>
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Section 3, Part F

Question	General Marking Instructions for this type of question	Max mark	Specific Marking Instructions for this question										
1	<p>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point by point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each simple point of comparison</li> <li>• <b>a second mark</b> should be given to each developed point of comparison</li> </ul> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p>	4	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark</b>. A developed comparison of the points of detail or overall viewpoint should be given <b>2 marks</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p> <p><b>Possible points of comparison may include:</b></p> <table border="1" data-bbox="994 730 2049 1321"> <thead> <tr> <th data-bbox="994 730 1561 775">Source A</th> <th data-bbox="1561 730 2049 775">Source B</th> </tr> </thead> <tbody> <tr> <td data-bbox="994 775 1561 954"> <p><b>Overall:</b> Agree about the lack of resolve in the face of the Fascist threat</p> <p>Mussolini’s threats of force were decisive in his victory</p> </td> <td data-bbox="1561 775 2049 954"> <p>Lack of a resolute opposition allowed Mussolini to succeed</p> </td> </tr> <tr> <td data-bbox="994 954 1561 1066"> <p>Put Mussolini in the position to threaten the government</p> </td> <td data-bbox="1561 954 2049 1066"> <p>Mussolini and his followers marched for Rome</p> </td> </tr> <tr> <td data-bbox="994 1066 1561 1177"> <p>The government decided to send in the army to stop Mussolini</p> </td> <td data-bbox="1561 1066 2049 1177"> <p>The prime minister called out the army when the Fascists surrounded Rome</p> </td> </tr> <tr> <td data-bbox="994 1177 1561 1321"> <p>Victor Emmanuel III decided instead to give in to Mussolini’s demands and appointed him head of a new government</p> </td> <td data-bbox="1561 1177 2049 1321"> <p>The Italian king refused to use the military to squash Mussolini’s “march”.</p> </td> </tr> </tbody> </table>	Source A	Source B	<p><b>Overall:</b> Agree about the lack of resolve in the face of the Fascist threat</p> <p>Mussolini’s threats of force were decisive in his victory</p>	<p>Lack of a resolute opposition allowed Mussolini to succeed</p>	<p>Put Mussolini in the position to threaten the government</p>	<p>Mussolini and his followers marched for Rome</p>	<p>The government decided to send in the army to stop Mussolini</p>	<p>The prime minister called out the army when the Fascists surrounded Rome</p>	<p>Victor Emmanuel III decided instead to give in to Mussolini’s demands and appointed him head of a new government</p>	<p>The Italian king refused to use the military to squash Mussolini’s “march”.</p>
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2	<p>Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.</p> <p>Candidates should be given <b>up to 3 marks</b> for their identification of points from the source that support their judgement. Each point from the source needs to be interpreted rather than simply copied from the source.</p> <p>Candidates should be given <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p>	<p><b>6</b> <i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve <b>up to 3 marks</b> for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given, each point needs to be discretely mentioned in terms of the question.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ul style="list-style-type: none"> <li>• The leadership cult started almost as soon as Mussolini came to power</li> <li>• His role as Duce of Fascism and Head of the Government had been secured by changes to the law</li> <li>• Mussolini had undoubted charisma and political intelligence</li> <li>• His main talents lay chiefly in the areas of acting and propaganda</li> </ul> <p><b>Possible points of significant omission may include:</b></p> <ul style="list-style-type: none"> <li>• Mussolini instituted a new calendar with Year 1 beginning with 1922</li> <li>• He established “holy days” such as 23 March, to remind Italians of the advent of Fascism</li> <li>• He included 21 April, the birth of the city of Rome, to emphasise his intention to recreate the greatness of the Roman Empire</li> <li>• Shrines to Fascist martyrs with eternal flames were constructed and each Fascist party headquarters had to have a memorial chapel</li> <li>• In Milan, a School of Mystical Fascism was founded in 1930. Mussolini used slogans such as “Believe, Obey, Fight” and “Mussolini is Always Right”</li> <li>• Newspapers were forbidden to mention any signs of illness and even his birthdays were to be ignored as this would reveal his age</li> <li>• His imperialist war in Ethiopia and his intervention in the Spanish Civil War were hailed as glorious crusades on behalf of civilisation and religion</li> </ul>
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				<ul style="list-style-type: none"> <li>• Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</li> </ul>
3		<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ul style="list-style-type: none"> <li>• He set Italy targets as he had with his Battle for Births</li> <li>• The Battle for Land: this “battle” was to clear marshland and make it usable for farming and other purposes, eg roads built on them to improve Italy’s infrastructure</li> <li>• These schemes were labour intensive and employed a lot of people so they served a purpose in this area</li> <li>• The Battle of the Lira: Mussolini inflated the value of the lira making exports more expensive</li> <li>• This created unemployment at home as many industries could not sell their goods</li> <li>• But, Italy got through the Depression in the 1930s better than Europe’s industrial powerhouses simply because she was an agricultural nation</li> <li>• The Battle for Grain: Mussolini wanted to make Italy economically stronger and near enough self-sufficient by growing more grain</li> <li>• However, this was at the expense of fruit and vegetables</li> <li>• Italian grain became expensive at home and the price of bread rose, which hit the poor the worst</li> <li>• <b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>

4		<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed</li> </ul>	<p><b>5</b> <i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ul style="list-style-type: none"> <li>• He bought off key groups: the workers were promised an eight-hour day while an enquiry into the profits made by the industrialists during World War One was dropped</li> <li>• The rich benefited from a reduction in death duties: now, under Mussolini, more of what someone had earned during their lifetime went to their family and not the government</li> <li>• To get support from the Roman Catholic Church, religious education was made compulsory in all elementary schools</li> <li>• He also sought the support of the Church by entering into the Lateran Treaty</li> <li>• He introduced a Fascist Grand Council which would decide policy for Italy without consulting the non-Fascists in the government first</li> <li>• Accusations that people were intimidated into voting for the Fascists or that Fascists took ballot papers from those who may have voted against Mussolini</li> <li>• In November 1926, all rival political parties and opposition newspapers were banned in Italy</li> <li>• In 1927, a secret police force was set up called the OVRA</li> <li>• The death penalty was reintroduced for “serious political offences”</li> <li>• <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>
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Section 3, Part G

Question	General Marking Instructions for this type of question	Max mark	Specific Marking Instructions for this question
1	<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ul style="list-style-type: none"> <li>• Skin colour identified them as “different” and marked them out for discrimination</li> <li>• Whites felt they were superior to black migrants</li> <li>• Blacks were seen as uneducated and unskilled and so were able to get only poorly-paid jobs</li> <li>• White unskilled workers saw them as a threat to their jobs</li> <li>• There was competition for jobs with immigrants to USA</li> <li>• There were riots between blacks and whites in the North</li> <li>• They were separated into ghetto communities in Northern cities</li> <li>• Housing conditions were very poor</li> <li>• <b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>



2		<p>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point by point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each simple point of comparison</li> <li>• <b>a second mark</b> should be given to each developed point of comparison</li> </ul> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p>	4	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark</b>. A developed comparison of the points of detail or overall viewpoint should be given <b>2 marks</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p> <p><b>Possible points of comparison may include:</b></p> <table border="1" data-bbox="994 536 2051 1257"> <thead> <tr> <th data-bbox="994 536 1576 584">Source A</th> <th data-bbox="1576 536 2051 584">Source B</th> </tr> </thead> <tbody> <tr> <td data-bbox="994 584 1576 762"> <p><b>Overall:</b> Sources agree about the limited nature of the success of the boycott</p> <p>Bus boycott had limited success on its own</p> </td> <td data-bbox="1576 584 2051 762"> <p>Bus boycott had limited success but longer-term success was less</p> </td> </tr> <tr> <td data-bbox="994 762 1576 976"> <p>His name was Martin Luther King and this was to be his first step towards becoming the leading figure in the Civil Rights Movement</p> </td> <td data-bbox="1576 762 2051 976"> <p>Martin Luther King became involved in the Civil Rights Movement. He went on to become an African American leader who was famous throughout the world</p> </td> </tr> <tr> <td data-bbox="994 976 1576 1110"> <p>The courts decided that segregation on Montgomery's buses was illegal</p> </td> <td data-bbox="1576 976 2051 1110"> <p>The US Supreme Court announced that Alabama's bus segregation laws were illegal</p> </td> </tr> <tr> <td data-bbox="994 1110 1576 1257"> <p>There were still white-only theatres, pool rooms and restaurants</p> </td> <td data-bbox="1576 1110 2051 1257"> <p>Most other facilities and services in Montgomery remained segregated for many years to come</p> </td> </tr> </tbody> </table>	Source A	Source B	<p><b>Overall:</b> Sources agree about the limited nature of the success of the boycott</p> <p>Bus boycott had limited success on its own</p>	<p>Bus boycott had limited success but longer-term success was less</p>	<p>His name was Martin Luther King and this was to be his first step towards becoming the leading figure in the Civil Rights Movement</p>	<p>Martin Luther King became involved in the Civil Rights Movement. He went on to become an African American leader who was famous throughout the world</p>	<p>The courts decided that segregation on Montgomery's buses was illegal</p>	<p>The US Supreme Court announced that Alabama's bus segregation laws were illegal</p>	<p>There were still white-only theatres, pool rooms and restaurants</p>	<p>Most other facilities and services in Montgomery remained segregated for many years to come</p>
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		<p>relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed</li> </ul>		<p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ul style="list-style-type: none"> <li>• NAACP was the moving force behind Supreme Court decisions</li> <li>• The Supreme Court declared segregated schools unconstitutional</li> <li>• Black pressure forced Eisenhower to propose a Civil Rights Act</li> <li>• Civil Rights Movement was gaining heroes such as Rosa Parks</li> <li>• Mass action such as Montgomery Bus Boycott was successful</li> <li>• Protest at Little Rock saw black students admitted to a white school</li> <li>• Details of Brown v Topeka Board of Education decision</li> <li>• Rise of new civil rights' leaders such as Martin Luther King and SCLC</li> <li>• Civil Rights Act</li> <li>• <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>
4		<p>Candidates must make a judgement about the extent to which the source provides a full description/ explanation of a given event or development.</p> <p>Candidates should be given <b>up to 3 marks</b> for their identification of points from the source that support their judgement. Each point from the source needs to be interpreted rather than simply copied from the source.</p> <p>Candidates should be given <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p>	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. One mark may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve <b>up to 3 marks</b> for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source.</p> <p>For full marks to be given, each point needs to be discretely mentioned in terms of the question.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p>

		<p>A maximum of 2 marks may be given for answers in which no judgement has been made.</p>	<p><b>Possible points which may be identified in the source include:</b></p> <ul style="list-style-type: none"> <li>• Malcolm X was mistreated in his youth and this gave him a different set of attitudes to Martin Luther King</li> <li>• While in jail, he was influenced by the ideas of Elijah Muhammad who preached hatred of the white race</li> <li>• He believed that the support of non-violence was a sign that black people were still living in mental slavery</li> <li>• He often used violent language and threats to frighten the government into action</li> </ul> <p><b>Possible points of significant omission may include:</b></p> <ul style="list-style-type: none"> <li>• Malcolm X claimed that even whites who appeared friendly were “wolves in sheep’s clothing”</li> <li>• He believed that non-violence deprived black people of their right to self-defence</li> <li>• He claimed that peaceful protest gained little for most black people</li> <li>• He didn’t think non-violent campaigns tackled the problems for blacks in Northern cities.</li> <li>• <b>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>
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Section 3, Part H

Question	General Marking Instructions for this type of question	Max mark	Specific Marking Instructions for this question
1	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ul style="list-style-type: none"> <li>• A strong Germany would restore balance of power</li> <li>• To defend Europe from the threat from the east</li> <li>• France had built the Maginot Line which was seen as an aggressive act</li> <li>• Communism/Russia was a threat to Germany/Europe: Germany was the first line of resistance and had to be strong</li> <li>• An army would be to unite all Germans/create Greater Germany/gain Lebensraum</li> <li>• An army would be necessary to regain territory lost at Versailles</li> <li>• Restoring Germany's military strength would gain popularity and economic growth for Germany</li> <li>• <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>

2	<p>Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.</p> <p>Candidates should be given <b>up to 3 marks</b> for their identification of points from the source that support their judgement. Each point from the source needs to be interpreted rather than simply copied from the source.</p> <p>Candidates should be given <b>up to 4 marks</b> for their identification of points of significant omission, based on their own knowledge, that support their judgement.</p> <p><b>A maximum of 2 marks may be given for answers in which no judgement has been made.</b></p>	<p><b>6</b> <i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates must make an overall judgement about how fully the source explains the events. <b>1 mark</b> may be given for each valid point interpreted from the source or each valid point of significant omission provided. The candidate can achieve <b>up to 3 marks</b> for their interpretation of the parts of the source they consider are relevant in terms of the proposed question where there is also at least one point of significant omission identified to imply a judgement has been made about the limitations of the source. For full marks to be given, each point needs to be discretely mentioned in terms of the question.</p> <p><b>A maximum of 2 marks may be given for answers which refer only to the source.</b></p> <p><b>Possible points which may be identified in the source include:</b></p> <ul style="list-style-type: none"> <li>• The Great Depression meant that money could not be found for re-armament</li> <li>• The government knew that the British people were totally opposed to war</li> <li>• Chamberlain believed he could negotiate directly with Hitler</li> <li>• Communist Russia was the real threat to peace in the world</li> </ul> <p><b>Possible points of significant omission may include:</b></p> <ul style="list-style-type: none"> <li>• British opinion felt that the Treaty of Versailles had been too harsh</li> <li>• There was the fear of bombing from the air</li> <li>• Chiefs of Staff warned the government that British forces were unprepared</li> <li>• Britain had no reliable allies: Empire unwilling, France was not trusted and USA was isolationist</li> <li>• <b>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>
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3	<p>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each simple point of comparison</li> <li>• <b>a second mark</b> should be given to each developed point of comparison</li> </ul> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p>	4	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark</b>. A developed comparison of the points of detail or overall viewpoint should be given <b>2 marks</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p> <p><b>Possible points of comparison may include:</b></p> <table border="1" data-bbox="994 539 2065 1270"> <thead> <tr> <th data-bbox="994 539 1576 584">Source B</th> <th data-bbox="1576 539 2065 584">Source C</th> </tr> </thead> <tbody> <tr> <td data-bbox="994 584 1576 794"> <p><b>Overall:</b> Sources disagree about the way the Anschluss was viewed.</p> <p>Anschluss was welcomed by the Austrians and would benefit Europe as a whole</p> </td> <td data-bbox="1576 584 2065 794"> <p>Anschluss was a war-like act which threatened the rest of Europe</p> </td> </tr> <tr> <td data-bbox="994 794 1576 943"> <p>It is clear that Anschluss is popular among the Austrian people who are, after all, German in language and culture</p> </td> <td data-bbox="1576 794 2065 943"> <p>We have permitted Hitler to brutally invade an independent country</p> </td> </tr> <tr> <td data-bbox="994 943 1576 1123"> <p>Keeping Germany and Austria apart had been one of the more spiteful terms of Versailles and this wrong is now made right</p> </td> <td data-bbox="1576 943 2065 1123"> <p>The decision in 1919 to forbid Anschluss had been a very sensible one for limiting the war-like ambitions of Germany</p> </td> </tr> <tr> <td data-bbox="994 1123 1576 1270"> <p>Europe is likely to benefit from a period of peace and prosperity as Germany moves into a brighter future</p> </td> <td data-bbox="1576 1123 2065 1270"> <p>Any intelligent person can see that an even more powerful Germany is a threat to the peace and stability of Europe</p> </td> </tr> </tbody> </table>	Source B	Source C	<p><b>Overall:</b> Sources disagree about the way the Anschluss was viewed.</p> <p>Anschluss was welcomed by the Austrians and would benefit Europe as a whole</p>	<p>Anschluss was a war-like act which threatened the rest of Europe</p>	<p>It is clear that Anschluss is popular among the Austrian people who are, after all, German in language and culture</p>	<p>We have permitted Hitler to brutally invade an independent country</p>	<p>Keeping Germany and Austria apart had been one of the more spiteful terms of Versailles and this wrong is now made right</p>	<p>The decision in 1919 to forbid Anschluss had been a very sensible one for limiting the war-like ambitions of Germany</p>	<p>Europe is likely to benefit from a period of peace and prosperity as Germany moves into a brighter future</p>	<p>Any intelligent person can see that an even more powerful Germany is a threat to the peace and stability of Europe</p>
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4		<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed</li> </ul>	<p><b>5</b> <i>Candidates can be credited in a number of ways up to a maximum of 5 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ul style="list-style-type: none"> <li>• Britain and France warned Germany off: the “May Crisis”</li> <li>• Runciman mission failed to persuade Czechoslovakia to surrender Sudetenland to Germany</li> <li>• Hitler and Chamberlain met after a further threat to attack Czechoslovakia</li> <li>• Agreement was reached, but war became likely after demands at second meeting: “Black Wednesday”</li> <li>• Third meeting: UK, France, Germany and Italy at Munich</li> <li>• Czechoslovakia was pressurised into ceding Sudetenland to Germany</li> <li>• <b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>
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Section 3, Part I

Question	General Marking Instructions for this type of question	Max mark	Specific Marking Instructions for this question
1	<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ul style="list-style-type: none"> <li>• Hitler had given his full backing to Guderian’s tactics</li> <li>• In Britain and France, the cavalry regiments ruled supreme and they were adamant that tanks would not get any influence in their armies</li> <li>• The High Commands of both countries were dominated by these old traditional cavalry regiments and their political pull was great</li> <li>• In 1940, Britain and France still had a World War One mentality and didn’t recognise the potential of the new weapons</li> <li>• What tanks they had were poor compared to the German Panzers</li> <li>• British and French tactics were outdated</li> <li>• France hid behind the Maginot Line</li> <li>• Effective use of Blitzkrieg tactics in the early stages</li> <li>• Stalin refused to engage with the Germans until Stalingrad</li> <li>• <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>



2	<p>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each simple point of comparison</li> <li>• <b>a second mark</b> should be given to each developed point of comparison</li> </ul> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p>	<p><b>4</b> <i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark</b>. A developed comparison of the points of detail or overall viewpoint should be given <b>2 marks</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p> <p><b>Possible points of comparison may include:</b></p> <table border="1"> <thead> <tr> <th data-bbox="994 502 1520 547">Source B</th> <th data-bbox="1520 502 2047 547">Source C</th> </tr> </thead> <tbody> <tr> <td data-bbox="994 547 1520 762"> <p><b>Overall:</b> Sources disagree about the effectiveness of the Resistance movements</p> <p>Resistance movements were too weak to make much of an impact</p> </td> <td data-bbox="1520 547 2047 762"> <p>Resistance movements were well organised and made a big impact</p> </td> </tr> <tr> <td data-bbox="994 762 1520 906"> <p>The resistance movements of Europe had found it hard to make much of an impression on the might of the German military</p> </td> <td data-bbox="1520 762 2047 906"> <p>The French Resistance scored key victories against the German occupation forces</p> </td> </tr> <tr> <td data-bbox="994 906 1520 1086"> <p>German army commanders indicated that the resistance movements were an irritant but no more than this</p> </td> <td data-bbox="1520 906 2047 1086"> <p>Resistance members discovered French collaborators, killed many ranking Nazi officials, and destroyed trains, convoys, and ships used by the German army</p> </td> </tr> <tr> <td data-bbox="994 1086 1520 1230"> <p>The devastating attacks of 1939 to 1941 had given little time for each country to prepare a secret army to undermine the invaders</p> </td> <td data-bbox="1520 1086 2047 1230"> <p>Resistance members organised themselves in secret</p> </td> </tr> </tbody> </table>	Source B	Source C	<p><b>Overall:</b> Sources disagree about the effectiveness of the Resistance movements</p> <p>Resistance movements were too weak to make much of an impact</p>	<p>Resistance movements were well organised and made a big impact</p>	<p>The resistance movements of Europe had found it hard to make much of an impression on the might of the German military</p>	<p>The French Resistance scored key victories against the German occupation forces</p>	<p>German army commanders indicated that the resistance movements were an irritant but no more than this</p>	<p>Resistance members discovered French collaborators, killed many ranking Nazi officials, and destroyed trains, convoys, and ships used by the German army</p>	<p>The devastating attacks of 1939 to 1941 had given little time for each country to prepare a secret army to undermine the invaders</p>	<p>Resistance members organised themselves in secret</p>
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				<ul style="list-style-type: none"> <li>• The German defences consisted of several depleted, badly equipped, and disorganised <i>Wehrmacht</i> and <i>Waffen-SS</i> divisions, which included many <i>SS</i> foreign volunteers, as well as many <i>Volkssturm</i> and Hitler Youth members</li> <li>• Within the next few days, the Soviets rapidly advanced through the city and reached the city centre where close combat raged</li> <li>• Before the battle was over, Hitler and a number of his followers committed suicide</li> <li>• The city's defenders finally surrendered on 2 May</li> <li>• However, fighting continued to the north-west, west and south-west of the city until the end of the war in Europe on 8 May</li> <li>• German units fought westward so that they could surrender to the Western Allies rather than to the Soviets</li> <li>• <b>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>
4		<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ul style="list-style-type: none"> <li>• The Imperial Japanese Army was locked in war with China and could not be spared to defend the home islands</li> <li>• Japan had so few fighter aircraft and trained pilots left, they decided not to risk such precious assets and did not try to intercept either atomic bombing raids because they were such small formations</li> <li>• The US shipyards and factories were every bit as productive as Yamamoto had feared</li> </ul>

				<ul style="list-style-type: none"> <li>• The Americans progressed methodically from island to island</li> <li>• By August 1945, 67 Japanese cities had been destroyed by conventional TNT and incendiary bombs and some two million Japanese civilians had been killed by the terror bombing</li> <li>• Curtis LeMay complained that he had no worthwhile targets against which to task his bombers. The Japanese fleet was gone, with what ships that remained decommissioned and rusting at anchor</li> <li>• The embargo was starving the home islands to death</li> <li>• Japanese industry collapsed for want of raw materials</li> <li>• After the fall of Saipan (and the consequent fall of the Tojo Cabinet), the Japanese peace movement grew exponentially and more and more peace overtures were sent to Washington by way of Sweden, Switzerland, Moscow and elsewhere</li> <li>• Two atomic bombs were dropped on Hiroshima and Nagasaki which shocked the Japanese</li> <li>• However, Douglas MacArthur, Dwight Eisenhower, Chester Nimitz and Chief of Staff Leahy (to name but a few) recommended against using the bombs because they were unnecessary to end the war and would not save lives</li> <li>• <b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>
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Section 3, Part J

Question	General Marking Instructions for this type of question	Max mark	Specific Marking Instructions for this question
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				<ul style="list-style-type: none"> <li>• Khrushchev backed down</li> <li>• <b>Any other valid point of explanation that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>
2		<p>Candidates must make a number of points that make the issue plain or clear, for example by showing connections between factors or causal relationships between events or ideas. These should be key reasons and may include theoretical ideas. There is no need for any evaluation or prioritising of these reasons.</p> <p>Candidates may provide a number of straightforward reasons, a smaller number of developed reasons, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point</li> <li>• <b>a second mark</b> should be given for any reason that is developed</li> </ul>	5	<p><i>Candidates can be credited in a number of ways up to a maximum of 5 marks.</i></p> <p><b>Candidates must show a causal relationship between events.</b></p> <p>Up to a <b>maximum of 5 marks in total</b>, <b>1 mark</b> should be given for each accurate, relevant reason, and a <b>second mark</b> should be given for reasons that are developed. Candidates may achieve full marks by providing five straightforward reasons, three developed reasons, or a combination of these.</p> <p><b>Possible reasons may include:</b></p> <ul style="list-style-type: none"> <li>• Record numbers of East Germans were escaping to the West</li> <li>• Those who left East Berlin were young and well educated</li> <li>• Agents were using West Berlin as a centre of operations against East Germany and the Soviet Union</li> <li>• West Berlin was a shining example of capitalism in the middle of communist East Germany and had to be isolated</li> <li>• Future of Berlin had been in dispute since the end of World War II</li> <li>• Khrushchev needed a foreign policy success to divert attention from domestic problems</li> <li>• <b>Any other valid reason that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>

3		<p>Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point by point basis. They may compare the details in the sources and/or compare the viewpoints overall.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each simple point of comparison</li> <li>• <b>a second mark</b> should be given to each developed point of comparison</li> </ul> <p>Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p>	4	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates must make direct comparisons of the two sources, either overall or in detail. A simple comparison will indicate what points of detail or overall viewpoint they agree or disagree about and should be given <b>1 mark</b>. A developed comparison of the points of detail or overall viewpoint should be given <b>2 marks</b>. Candidates may achieve full marks by making four simple comparisons, two developed comparisons, or by a combination of these.</p> <p><b>Possible points of comparison may include:</b></p> <table border="1" data-bbox="1034 517 2087 1174"> <thead> <tr> <th data-bbox="1034 517 1601 560">Source B</th> <th data-bbox="1601 517 2087 560">Source C</th> </tr> </thead> <tbody> <tr> <td data-bbox="1034 560 1601 708"> <b>Overall:</b> Sources disagree about the tactics used by the Vietcong  The Vietcong used guerilla tactics         </td> <td data-bbox="1601 560 2087 708">The Vietcong engaged the Americans in open warfare</td> </tr> <tr> <td data-bbox="1034 708 1601 887">The Vietcong generally avoided large-scale attacks on the enemy but continually harassed their troops and installations</td> <td data-bbox="1601 708 2087 887">Thousands of Vietcong launched wave after wave of attacks on our camp</td> </tr> <tr> <td data-bbox="1034 887 1601 1027">This limited the scale of their casualties to only a handful at a time</td> <td data-bbox="1601 887 2087 1027">The Vietcong body count was reported to have been 800, but I thought it was more</td> </tr> <tr> <td data-bbox="1034 1027 1601 1174">They travelled light, carrying basic weapons and few supplies</td> <td data-bbox="1601 1027 2087 1174">They had all kinds of Chinese and Russian weapons, such as flamethrowers and rocket launchers</td> </tr> </tbody> </table>	Source B	Source C	<b>Overall:</b> Sources disagree about the tactics used by the Vietcong  The Vietcong used guerilla tactics	The Vietcong engaged the Americans in open warfare	The Vietcong generally avoided large-scale attacks on the enemy but continually harassed their troops and installations	Thousands of Vietcong launched wave after wave of attacks on our camp	This limited the scale of their casualties to only a handful at a time	The Vietcong body count was reported to have been 800, but I thought it was more	They travelled light, carrying basic weapons and few supplies	They had all kinds of Chinese and Russian weapons, such as flamethrowers and rocket launchers
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4		<p>Candidates must make a number of relevant, factual points. These should be key points. The points do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total mark allocation for this question:</p> <ul style="list-style-type: none"> <li>• <b>1 mark</b> should be given for each accurate relevant point of knowledge</li> <li>• <b>a second mark</b> should be given for any point that is developed</li> </ul>	<p><b>5</b> <i>Candidates can be credited in a number of ways up to a maximum of 5 marks. They may take different perspectives on the events and may describe a variety of different aspects of the events.</i></p> <p><b>1 mark</b> should be given for each accurate relevant key point of knowledge. <b>A second mark</b> should be given for each point that is developed, up to a maximum of <b>5 marks</b>. Candidates may achieve full marks by providing five straightforward points, by making three developed points, or a combination of these.</p> <p><b>Possible points of knowledge may include:</b></p> <ul style="list-style-type: none"> <li>• Non-proliferation treaty was signed in 1968</li> <li>• SALT talks agreed to limit testing of nuclear weapons</li> <li>• USA begins to sell the USSR wheat in 1970s</li> <li>• The end of the Vietnam War eased tension</li> <li>• USA and USSR signed Helsinki agreement in 1975</li> <li>• Changing personalities among the leadership of the USA and USSR</li> <li>• Joint space mission between USA and USSR in 1975</li> <li>• Role of Gorbachev</li> <li>• <b>Any other relevant factual key point of knowledge that meets the criteria described in the general marking instructions for this kind of question (see column to left)</b></li> </ul>
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[END OF SPECIMEN MARKING INSTRUCTIONS]