



# **2013 History**

## **Intermediate 1**

### **Finalised Marking Instructions**

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## **Part One: General Marking Principles for History Intermediate 1**

*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.*

- (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. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

### **GENERAL MARKING ADVICE: History Intermediate 1**

*The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.*

## Marking Conventions

Please make good use of the following indications of where marking credit has or has not been awarded.

<b>3</b>	above a phrase indicates a relevant, credited piece of evidence
<b>R</b>	above a phrase indicates that recall has been credited
<b>DP</b>	above a phrase indicates a developed point of evidence
<b>P</b>	in the margin indicates that process is apparent
	a single line underneath a response indicates that part of the evidence is suspect
<b>X</b>	in the margin indicates irrelevance
<b>SE</b>	in the margin indicates a serious error
<b>NP</b>	in the margin indicates that process is suspect or non-existent
<b>C</b>	in the margin indicates that the candidate has <b>simply</b> copied presented evidence (maximum 1 mark)
<b>NR</b>	in the margin indicates no relevant recall
<b>NPE</b>	in the margin indicates no presented evidence has been used

In O3 “How useful” answers use the following indications in the text of the answer:

<b>O</b>	origin of the source (primary/secondary)
<b>A</b>	authorship
<b>P</b>	purpose
<b>C</b>	content
<b>CO</b>	content omission

Where several points are run together ie “listing” – the answer is marked out of half marks.

In O3 1 mark should be credited for each of the following:

“The source is useful as it is a primary source written at the time”.

“The source is useful as it is a secondary source written much later/with the benefit of hindsight/research”.

NB a tick in the right hand margin indicates that a misplaced part of an answer has been read.

Marks are no longer deducted for badly written or illegible answers.

**Part Two: Marking Instructions for each Question**

**SCOTTISH AND BRITISH**

**CONTEXT 1: MURDER IN THE CATHEDRAL:  
CROWN, CHURCH AND PEOPLE, 1154-1173**

**1** The candidate evaluates the usefulness of the source by referring to evidence such as: **4  
03**

- primary source from the time
- chronicler whose job it was to record events/work would be well researched
- to show that Henry was ruthless when dealing with the barons
- abolished the barons' private armies/viciously attacked anyone who rebelled against him.

**Maximum of 1 mark for commenting on content omission such as:**

- Henry reclaimed or knocked down illegally built castles
- Henry stopped barons from holding their own court.

**2** The candidate describes the ways castles changed during the reign of Henry II by referring to evidence such as: **3  
01**

**from the source:**

- had individual rooms/several fireplaces
- included lavatories/pipes which carried water to the tower.

**from recall:**

- castles made of stone
- castles had circular towers
- castles had narrow slit openings
- castles had an outer wall
- castles had a gate house
- development of battlements etc.

**Maximum of 2 out of 3 for answers which refer only to the source or only to recall.**

3 The candidate describes the life of a monk in the twelfth century by referring to evidence such as:

4  
01

**from the source:**

- attended services in the middle of the night
- spent hours praying and singing
- were given work to do eg gardening/sheep-rearing.

**from recall:**

- had to spend at least 8 hours in prayer every day
- took vows of obedience/chastity/poverty
- had a basic diet
- often lived in isolation
- often ate and worked in silence
- looked after the sick in monastic infirmaries
- grew herbs for medicine
- educated local boys who wished to join the Church
- monks were important chroniclers who recorded events of the time.

**Maximum of 3 out of 4 for answers which refer only to the source or only to recall.**

4 The candidate explains why Henry II and Archbishop Becket quarrelled by referring to evidence such as:

4  
02

from the source:

- Becket defended the rights of Criminous Clerks
- Becket intended to obey God's law before obeying the king's
- Becket refused to limit his own power over the Church.

from recall:

- Becket resigned as Chancellor
- Becket refused to sign the Constitution of Clarendon/Henry threatened Becket
- Becket did not appear at the Northampton trial
- Henry charged Becket with contempt of court/falsely accused Becket of fraud
- Becket fled to France without Henry's permission
- Henry asked the Archbishop of York to crown his son
- Becket excommunicated the Archbishop of York and the bishops involved in the coronation.

**Maximum of 3 out of 4 for answers which refer only to the source or only to recall.**

## SCOTTISH AND BRITISH

### CONTEXT 2: WALLACE, BRUCE AND THE WARS OF INDEPENDENCE, 1286-1328

- 1 The candidate explains why the succession of the Maid of Norway caused problems for the Scots by referring to evidence such as: **4  
02**

**from the source:**

- many believed a female could not rule
- many believed a female could not lead her army into battle to defend her realm
- there would be difficulties if she married a foreigner.

**from recall:**

- the Maid was a child – she was too young to rule
- there were problems deciding who should rule on her behalf
- she died.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

- 2 The candidate describes what happened when King Edward arrived to attack Berwick by referring to evidence such as: **4  
01**

**from the source:**

- Edward ordered his army to surround Berwick
- Edward gave the townsfolk three days in which to surrender
- the townsfolk rejected his offer/Edward became angry.

**from recall:**

- some townsfolk “bared their breeches” to him or called him names (Langshanks)
- Edward’s ships attacked the harbour
- the Berwick women burned some of these ships
- Edward’s soldiers broke into the town
- the townsfolk were slaughtered.

**Maximum of 2 out of 3 for answers which refer only to recall or only to the source.**

3 The candidate describes how William Wallace rose to importance by referring to evidence such as: **3  
01**

**from the source:**

- Wallace killed the English sheriff of Lanark
- Wallace attacked the English Justiciar for Scotland.

**from recall:**

- Wallace defeated the English at Stirling Bridge
- Wallace was made Guardian of Scotland.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

4 The candidate evaluates the usefulness of the source by referring to evidence such as: **4  
03**

- secondary source written in 1375
- possible bias because the poet was Scottish
- to describe the English attack on the Scots
- tells how the Scots met the English with a wall of spears and axes.

**Maximum 1 mark for commenting on content omission such as:**

- the Scots won the Battle of Bannockburn.

## SCOTTISH AND BRITISH

### CONTEXT 3: MARY, QUEEN OF SCOTS AND THE SCOTTISH REFORMATION, 1540s–1587

1 The candidate evaluates the usefulness of the source by referring to evidence such as: **4  
03**

- primary source written at the time
- written by a relative of Mary, Queen of Scots to her mother – probably biased/full of praise of Mary
- to assure Mary's mother that she will be pleased with her
- tells her how grown up and well-behaved her daughter was.

**Maximum of 1 mark for commenting on content omission such as:**

- Mary was being brought up in France/her mother had not seen her for years.

2 The candidate explains why many Scots had turned against the French in Scotland by 1559 by referring to evidence such as: **4  
02**

**from the source:**

- French soldiers controlled important places in Scotland
- Frenchmen were governing Scotland
- there were rumours that Scots would be sent to France and be replaced by Frenchmen.

**from recall:**

- Scottish Protestants resented Catholic French influence
- Queen Elizabeth was encouraging anti-French feeling in Scotland
- Scottish nobles resented how Frenchmen were taking their place in government.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

**3** The candidate describes Huntly's revolt against Mary, Queen of Scots in 1562 by referring to evidence such as: **3  
01**

**from the source:**

- Huntly gathered soldiers and planned to march on Aberdeen
- The Earl of Moray defeated and captured Huntly at Corrichie.

**from recall:**

- Huntly's son followed Mary with an army of horsemen
- Huntly died after his capture but his corpse was put on trial
- Huntly's son was executed.

**Maximum of 2 out of 3 for answers which refer only to recall or only to the source.**

**4** The candidate describes the civil war which broke out in Scotland after Mary escaped from Loch Leven Castle by referring to evidence such as: **4  
01**

**from the source:**

- her supporters gathered an army after she escaped
- her supporters were defeated at the Battle of Langside
- her supporters brought about the deaths of the Regents who replaced her.

**from recall:**

- the Regent, the Earl of Moray was shot by one of her supporters
- the Regent, the Earl of Lennox was killed in a skirmish outside Stirling
- Mary's supporter Archbishop Hamilton held Dumbarton Castle until 1570
- Mary's supporters held Edinburgh Castle until 1573.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

## SCOTTISH AND BRITISH

### CONTEXT 4: “ANE END OF ANE AULD SANG”: SCOTLAND AND THE TREATY OF UNION, 1690s–1715

- 1 The candidate describes how Scotland was governed before the Union of Parliaments by referring to evidence such as: **3  
01**

**from the source:**

- Scotland shared a monarch in London with England
- Scotland and England has separate governments.

**from recall:**

- Scotland and England each had different system of law
- Scotland and England each had different churches.

**Maximum of 2 out of 3 for answers which refer only to recall or only to the source.**

- 2 The candidate explains why the Scots were annoyed by the English government before 1705 by referring to evidence such as: **4  
02**

**from the source:**

- the Scots blamed the English government for the failure of the Darien Scheme
- the Scots complained that England’s wars with France were ruining its trade
- the Scots complained that they never gained when peace agreements were made.

**from recall:**

- the Scots were annoyed by the Worcester affair
- the Scots were antagonised by the Act of Succession
- the Scots felt threatened by the Aliens’ Act.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

**3** The candidate describes the changes brought about in Scotland by the Treaty of Union 1707 by referring to evidence such as: **4**  
**01**

**from the source:**

- the number of Members of Parliament was reduced to only 45
- very few Scottish Lords were able to stay in Parliament as members of the House of Lords
- the Pound sterling replaced the Pounds Scots.

**from recall:**

- there was a new flag for the United Kingdom
- the system of Scottish weights changed to the English system
- the system of Scottish measures changed to the English system.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

**4** The candidate evaluates the usefulness of the source by referring to evidence such as: **4**  
**03**

- primary source written at the time
- the author was an Englishman who was an eye-witness
- to show how poor Scotland had become after the Union
- it tells how less money was being spent/coming into Scotland.

**Maximum of 1 mark for commenting on content omission such as:**

- the Scots had gained access to trade with England's colonies.

## SCOTTISH AND BRITISH

### CONTEXT 5: IMMIGRANTS AND EXILES: SCOTLAND, 1830s–1930s

- 1 The candidate explains why it was easy for Irish immigrants to find work in Scotland by referring to evidence such as: **4  
02**

**from the source:**

- immigrants were experienced farm workers
- they were willing to take whatever work was available
- most of them had moved to the areas where new factories were being built.

**from recall:**

- Irish immigrants had a reputation for hard work
- they were willing to work for lower pay
- there was plenty of work on canal/railway building
- Protestant immigrants found it easier to find better jobs.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

- 2 The candidate describes the attitude of many Scots towards Irish immigrants by referring to evidence such as: **3  
01**

**from the source:**

- Irish immigrants were often accused of being unpatriotic/not wishing to fight for Queen and country
- Scots said this proved they did not want to belong to Scottish society.

**from recall:**

- Scots disliked them because they “stole” their jobs/houses
- Scots disliked them because they lowered wages
- Scots accused them of committing crime (drunken violence, theft)
- Some Scots factory workers praised their hard work.

**Maximum of 2 out of 3 for answers which refer only to recall or only to the source.**

- 3 The candidate evaluates the source by referring to evidence such as: 4  
03
- primary source from the time
  - written by a weaver who was experiencing unemployment
  - to show that many craftsmen did not want to become factory workers/saw emigration as the only answer to their problems.
  - lowly paid factory hands/take their skills to other countries

**Maximum of 1 mark for commenting on content omission such as:**

- many other types of skilled people also wanted to emigrate such as fishermen, farm workers
- many Scots were forced to leave – Clearances
- news from relatives abroad.

- 4 The candidate describes the lives of Scots' emigrants to other countries by referring to evidence such as: 4  
01

**from the source:**

- highlanders were given miserable and useless land
- some were close to starvation
- people were willing to work for almost nothing.

**from recall:**

- many Scots returned to Scotland
- most Scots in USA were more successful – examples such as Carnegie
- examples of Scots' success in other countries – sheep farming in Australia etc.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

## SCOTTISH AND BRITISH

### CONTEXT 6: FROM THE CRADLE TO THE GRAVE? SOCIAL WELFARE IN BRITAIN, 1890s–1951

- 1 The candidate describes the ways working class people could deal with poverty in the early twentieth century by referring to evidence such as: **3  
01**

**from the source:**

- self-help by saving money with a Friendly Society or Savings bank
- Co-operative Societies were formed to sell cheap food to local communities.

**from recall:**

- Poor Law gave outdoor relief or indoor relief (poorhouse/workhouse)
- charity/voluntary help was available eg Salvation Army.

**Maximum of 2 out of 3 for answers which refer only to recall or only to the source.**

- 2 The candidate explains why the Liberal reforms of 1906 to 1914 improved people's lives by referring to evidence such as: **4  
02**

**from the source:**

- the young, old, sick and unemployed were being taken better care of by the Liberals than previous governments
- new National Insurance reforms meant that workers who were ill could now receive an income whilst sick
- Labour Exchanges helped many of the unemployed to find work.

**from recall:**

- children from poor families could now receive a free school meal every day
- children whose families could not afford doctors were now treated in school clinics after 1912
- old age pensions helped those over 70 to finish their lives without having to rely on the poor house.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

- 3 The candidate evaluates the source by referring to evidence such as: **4**  
**03**
- primary source from the time
  - author William Beveridge created the report
  - to show that the government should plan for a better country after the war
  - to win the war and create a better country.

**Maximum of 1 mark for commenting on content omission such as:**

- to improve the welfare of the people by tackling the 'Five Giants' (Want, Ignorance, Idleness, Ignorance and Squalor).

- 4 The candidate describes what the Labour Government of 1945-1951 did to set up a welfare state by referring to evidence such as: **4**  
**01**

**from the source:**

- National Insurance Act of 1946 improved existing provision to cover people from the 'cradle to the grave'
- National Assistance Act was added to help those who were not covered by National Insurance
- Family Allowance was paid weekly for families with more than one child.

**from recall:**

- an NHS was set up to provide free health care for all
- education became compulsory up to the age of 15 and was free for all
- thousands of new homes were being built for those still living in slums.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

## SCOTTISH AND BRITISH

### CONTEXT 7: CAMPAIGNING FOR CHANGE: SOCIAL CHANGE IN SCOTLAND, 1900s–1979

- 1 The candidate evaluates the source by referring to evidence such as: 4  
03
- primary source from the time
  - produced by the government so the official view of women's role
  - encourage women to help the war effort
  - gives details of women's military services, required as technical workers/emphasises joining as their Duty.
- Maximum of 1 mark for commenting on content omission such as:**
- military service would not have been thought 'ladylike' before the war
  - munitions factory work
  - "doing men's work".
- 2 The candidate describes the ways popular entertainment changed after 1920 by referring to evidence such as: 4  
01
- from the source:**
- radio broadcasts could be heard by the whole family/40% of homes had a radio by 1933
  - new cinemas appeared all over Scotland
  - Italian cafes became increasingly attractive meeting places for young people.
- from recall:**
- 'talkies' introduced in 1929
  - more entertainment available for women and children eg targeted radio shows, Saturday matinees
  - dance halls proliferated/new dances from America became popular.
- Maximum of 3 out of 4 mark for answers which refer only to recall or only to the source.**

3 The candidate describes unemployment in Scotland in the 1930s by referring to evidence such as: **3  
01**

**from the source:**

- unemployment in Scotland was generally higher than in other parts of Britain
- towns such as Motherwell and Dundee had up to 50% unemployment.

**from recall:**

- school leavers and workers near to retirement were worst affected
- many Scots emigrated/moved to England to find work
- cities with more service industries such as Edinburgh were not so badly affected.

**Maximum of 2 out of 3 for answers which refer only to recall or only to the source.**

4 The candidate explains why North Sea Oil became important for the north of Scotland in the 1970s by referring to evidence such as: **4  
02**

**from the source:**

- thousands of jobs were created around Aberdeen
- a huge terminal was built in the Shetland Islands
- workers had to be brought from all over Britain, from America and from Europe.

**from recall:**

- Aberdeen changed physically – new buildings, expanded harbour, airport etc
- range of jobs available – engineers, scientists, pilots, welders, drillers etc
- wages rose/standards of living rose
- rig construction yards set up all over the north eg Kishorn, Nigg, Arnish.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

## SCOTTISH AND BRITISH

### CONTEXT 8: A TIME OF TROUBLES: IRELAND, 1900-1923

- 1 The candidate describes the tactics used by Unionists to oppose Home Rule by referring to evidence such as: **3  
01**

**from the source:**

- signed the Solemn League and Covenant/some signed it in their own blood
- enlisted help of politicians/hoped to fight Home Rule Bill in Parliament.

**from recall:**

- held meetings and rallies
- formed the UVF
- began gun running to arm UVF
- encouraged British army to support them eg Curragh Mutiny.

**Maximum of 2 out of 3 for answers which refer only to recall or only to the source.**

- 2 The candidate explains why the Easter Rising failed by referring to evidence such as: **4  
02**

**from the source:**

- Dubliners refused to join in
- few cases of uprisings outside the capital
- rebels were isolated and easily defeated.

**from recall:**

- rebels had small army/some were not professional soldiers
- rebels were poorly armed/a shipment of weapons had been intercepted by the British Government
- the rebels failed to take over the city centre/capture Dublin Castle
- the rebels were cut off/surrounded by the British
- extra artillery was brought in by the British
- the British drafted in 12,000 soldiers to fight
- the British used a gunboat to shell the rebels' position
- rebels suffered casualties
- Republican leaders executed

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

- 3 The candidate evaluates the source by referring to evidence such as: 4  
03
- primary source written at time
  - written by the IRA itself/would know about the start of the war
  - to organise soldiers/to encourage them/propaganda
  - says soldiers are to report for duty and prepare for battle/all methods of warfare are legal, soldiers ordered to fire on English.

**Maximum of 1 mark for commenting on content omission such as**

- Republicans used guerrilla tactics at start of the war
- British responded by sending in Auxiliaries and Black and Tans.

- 4 The candidate describes the events which led to the Irish Civil War by referring to evidence such as: 4  
01

**from the source:**

- Michael Collins agreed to the partition of Ireland
- De Valera and many Nationalists refused to accept the loss of six counties to Northern Ireland and voted against it
- De Valera promised to fight on when the Dail accepted the Treaty.

**from recall:**

- De Valera resigned as President of the Dail
- Nationalists split into pro-treaty and anti-treaty groups
- Republicans (anti-treaty) occupied the Four Courts
- Republicans took over British army and RIC barracks
- Republicans murdered M.P. for North Down
- Republicans kidnapped Free State General
- Free Staters (pro-treaty) attacked the Four Courts.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

## EUROPEAN AND WORLD

### CONTEXT 1: THE NORMAN CONQUEST, 1060–1153

1 The candidate evaluates the usefulness of the source by referring to evidence such as: **4  
03**

- written in 1073 making it a primary source
- written by a Norman monk/possible bias
- written to explain why William was opposed to Harold taking the English throne
- says that William had seized the throne/broken his oath.

**Maximum of 1 mark for commenting on content omission such as:**

- William claimed that Edward had chosen him as his successor
- Harold had been William's prisoner.

2 The candidate describes William's attempts to crush opposition to his rule in the north of England by referring to evidence such as: **3  
01**

**from the source:**

- William ordered his men to hunt down the enemy
- William ordered the destruction of crops, animals and food/farmland devastated.

**from recall:**

- William ordered the burning of towns and cities eg York
- William's campaign became known as the 'Harrying of the North'.

**Maximum of 2 out of 3 for answers which refer only to recall or only to the source.**

3 The candidate explains why David I was able to become King of Scotland in 1124 by referring to evidence such as: **4  
02**

**from the source:**

- David's elder brother was King of Scots
- he had already been given control of the southern part of the kingdom
- he was supported by powerful Norman friends.

**from recall:**

- ninth son of King Malcolm III
- support of Henry I
- Alexander I died childless.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

4 The candidate describes the methods used by David I to govern Scotland by referring to evidence such as:

4  
01

**from the source:**

- “royal progress” through the kingdom to show his authority
- appointed royal officials to rule in his absence
- gave charters in return for service.

**from recall:**

- Norman friends given land
- Norman sheriffs appointed
- building of royal castles
- building of royal burghs.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

## EUROPEAN AND WORLD

### CONTEXT 2: THE CROSS AND THE CRESCENT: THE FIRST CRUSADE, 1096–1125

- 1 The candidate evaluates the source by referring to evidence such as: **4  
03**
- primary source from the time
  - chronicler, whose job it was to record events/work would be well researched
  - to show that Peter the Hermit was inspirational/to describe his appearance
  - a small man, he had a loud voice and was an excellent speaker/his passion, knowledge and holiness impressed people.
- Maximum of 1 mark for commenting on content omission such as:**
- Peter the Hermit was a poor military leader/lacked tactical awareness
  - Peter the Hermit was weak and could not control the peasants
  - the peasants believed Peter the Hermit was Christ like because of his appearance eg wore simple clothes/lived a simple life/rode a donkey.
- 2 The candidate describes what happened when Emperor Alexius met the Crusader knights at Constantinople by referring to evidence such as: **3  
01**
- from the source:**
- the Crusader knights were not welcomed at Constantinople and were forced to set up camp outside the city's walls
  - the most important Crusaders were forced to take an oath of loyalty.
- from recall:**
- the Crusader knights were only allowed inside the city in small groups
  - Emperor Alexius forced the most important Crusaders to take an oath promising to return any Byzantine land they captured
  - Emperor Alexius rewarded the Crusader knights who took the oath with riches
  - Emperor Alexius withheld supplies from the Crusader knights who refused to take the oath
  - Emperor Alexius attacked some Crusader knights eg Godfrey and Baldwin.
- Maximum of 2 out of 3 for answers which refer only to recall or only to the source.**

3 The candidate explains why Antioch was difficult to capture by referring to evidence such as:

4  
02

**from the source:**

- Antioch was flanked by mountains and a river and could not be surrounded
- it was protected by four hundred towers
- the city had five thousand Muslim guards.

**from recall:**

- the wall outside the city was 25 miles long/was very thick
- the city had a good supply of food and water and could not be starved into submission
- the Crusaders were constantly attacked by Muslim relief armies outside the city
- the bad weather hampered the Crusaders' attempts to attack the city
- some Crusaders returned home eg Stephen of Blois
- Emperor Alexius failed to help the Crusaders.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

4 The candidate describes the problems faced by the Crusaders after the capture of Jerusalem by referring to evidence such as:

4  
01

**from the source:**

- the army was short of knights
- surrounded by hostile Muslim neighbours
- lands were far apart and isolated.

**from recall:**

- the Crusaders lacked resources/material eg timber
- there were no peasants left in the East to harvest the crops
- the Crusaders were outnumbered and needed to increase their population
- society was not structured eg no feudal system/some Crusaders refused to carry out duties.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

## EUROPEAN AND WORLD

### CONTEXT 3: WAR, DEATH AND REVOLT IN MEDIÉVAL EUROPE, 1328–1436

- 1 The candidate describes Edward III's claim to the throne of France by referring to evidence such as: 3  
01

**from the source:**

- his mother was sister to the dead French King
- Edward stated that his claim was better than that of Philip Valois.

**from recall:**

- English Kings had owned land in France for centuries
- Philip Valois had seized the throne by force.

**Maximum of 2 out of 3 for answers which refer only to recall or only to the source.**

- 2 The candidate evaluates the usefulness of the source by referring to evidence such as: 4  
03

- primary source written at the time
- written by a French chronicler/possible bias
- to explain how badly France was affected by the battle
- mentions eg problems caused by the death of so many knights.

**Maximum of 1 mark for commenting on content omission such as:**

- fails to mention that the French King was taken prisoner in the battle.

- 3 The candidate describes the defeat of the Jacquerie by referring to evidence such as: 4  
01

**from the source:**

- Meaux was burned by noblemen
- many peasants died in the flames
- Lord de Coucy formed a company of knights to hunt down rebels.

**from recall:**

- Charles de Navarre defeated the Jacquerie army at Mello
- Jacquerie leader was captured, tortured and executed
- campaign of terror in the Beauvais region
- heavy fines issued to areas where the Jacquerie had been supported.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

4 The candidate explains why the English won the Battle of Agincourt by referring to evidence such as:

4  
02

**from the source:**

- French army was slowed down by thick mud
- English archers were not attacked by French who targeted the knights
- Longbows caused heavy casualties.

**from recall:**

- French soldiers were weighed down by their armour
- English soldiers were protected by wooden stakes
- divisions emerged within the French command over tactics.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

## EUROPEAN AND WORLD

### CONTEXT 4: NEW WORLDS: EUROPE IN THE AGE OF EXPANSION, 1480s–1530s

- 1 The candidate explains why the Portuguese wanted to explore the world in the 15<sup>th</sup> century by referring to evidence such as: **4  
02**

**from the source:**

- Europeans wanted luxuries and spices from the east
- if Portuguese traders found sea routes to the east they could get the goods themselves
- they would become rich.

**from recall:**

- Portuguese kings encouraged exploration/Henry the Navigator set up 'school' in Sagres
- wanted to know the strength of Arab neighbours
- wanted to spread Christianity.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

- 2 The candidate describes what happened on the voyage of Bartholomew Dias by referring to evidence such as: **4  
01**

**from the source:**

- sailed south from Lisbon for hundreds of miles
- found a westerly wind to carry him to Mossel Bay/Great Fish River
- built a padrao at the furthest point reached.

**from recall:**

- rounded the Cape of Good Hope/Cape of Storms to the Indian Ocean
- kept a chart showing full details of his route
- turned back at the bidding of his crew
- said to have discovered 10,500 miles of coast.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

**3** The candidate describes Columbus's relationship with the native peoples he met by referring to evidence such as: **3**  
**01**

**from the source:**

- the natives were friendly/they brought him gifts of parrots, cotton and valuable dried leaf
- Columbus gave them gifts of bells and glass beads in exchange.

**from recall:**

- Columbus wanted their gold
- Columbus intended to make them into slaves/servants to work for Spain
- some natives eg Caribs, were cannibals/not friendly.

**Maximum of 2 out of 3 for answers which refer only to recall or only to the source.**

**4** The candidate evaluates the source by referring to evidence such as: **4**  
**03**

- primary source from the time/1535
- written by Cartier himself/explorer who noted what he saw
- to keep a record of what he saw in Canada
- beautiful land/magnificent trees/vines loaded with grapes/great quantities of fish.

**Maximum of 1 mark for commenting on content omission such as:**

- Cartier was originally looking for a northerly sea route to China and the east.

## EUROPEAN AND WORLD

### CONTEXT 5: “TEA AND FREEDOM”: THE AMERICAN REVOLUTION, 1763–1783

- 1 The candidate evaluates the source by referring to evidence such as: 4  
03
- primary source from the time
  - written by a Boston colonist who is living and working under British rule/possible bias
  - to express anger over the way that the British are treating the colonists
  - the British are interfering/the colonists are being cheated and robbed.

**Maximum 1 mark for commenting on content omission such as:**

- the colonists were angry about taxes imposed by the British/the colonists were angry about the on-going presence of British soldiers in the colonies.

- 2 The candidate describes what happened during the *Gaspee* incident in 1772 by referring to evidence such as: 3  
01

**from the source:**

- the vessel was attacked by boats full of armed colonists
- the crew were forced from the ship/it was set on fire.

**from recall:**

- HMS *Gaspee* ran aground off the coast of Rhode Island
- the commander of the *Gaspee* was wounded by a musket shot
- the British government launched an investigation into the incident
- the inhabitants of Rhode Island refused to cooperate with the British investigation.

**Maximum of 2 out of 3 for answers which refer only to recall or only to the source.**

3 The candidate explains why the British army was forced to surrender at Saratoga in 1777 by referring to evidence such as: 4  
02

**from the source:**

- the Americans had cut down trees which had blocked the army's progress
- the colonists had destroyed crops which could have been used to feed the British army
- the Indians deserted the British.

**from recall:**

- General Howe had moved the main British army to Philadelphia, leaving only a small force to advance north from New York
- reinforcements, led by St Leger were unable to reach Burgoyne's forces
- St Leger's Indians also abandoned him
- the British army was eventually outnumbered by the colonists
- the colonists used guerrilla tactics successfully
- the British had no option but to surrender.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

4 The candidate describes the help foreign countries gave to the colonists by referring to evidence such as: 4  
01

**from the source:**

- France provided professional soldiers to help the colonists
- France provided weapons and gunpowder
- Spain threatened to invade Britain which distracted the British navy.

**from recall:**

- France provided the colonies with finance
- the French attacked the British colonies in the Caribbean
- the French harassed British shipping in the Atlantic
- foreign intervention caused Britain to lose control of the seas
- foreign intervention made it more difficult for Britain to reinforce and supply its forces in America.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

## EUROPEAN AND WORLD

### CONTEXT 6: “THIS ACCURSED TRADE”: THE BRITISH SLAVE TRADE AND ITS ABOLITION, 1770–1807

- 1 The candidate describes the ways the slave trade was important to cities such as Liverpool by referring to evidence such as: **3  
01**

**from the source:**

- the slave trade brought wealth to Liverpool
- the slave trade provided work for many.

**from recall:**

- the slave trade provided work for sailors, shipyard workers and dockers
- the wealth generated by the slave trade led to the construction of many grand buildings in cities such as Liverpool
- the population of cities such as Liverpool grew significantly
- other cities such as Bristol and Glasgow also grew wealthy and powerful through their involvement in the slave trade.

**Maximum of 2 out of 3 for answers which refer only to recall or only to the source.**

- 2 The candidate evaluates the source by referring to evidence such as: **4  
03**

- primary source from the time
- evidence from a slave trader who was involved in the trade/provides a biased account
- to argue that slaves were well treated on the Middle Passage
- slaves are provided with several meals a day/slaves are entertained with singing and dancing.

**Maximum 1 mark for commenting on content omission such as:**

- slaves were often subjected to acts of violence on Middle Passage/  
slaves were brought on deck and forced to dance.

**3** The candidate describes the working conditions for slaves on the sugar plantations in the West Indies by referring to evidence such as: **4**  
**01**

**from the source:**

- growing sugar was very hard, heavy work
- slaves had to work from dawn till dusk
- processing the sugar cane was dangerous work and many slaves were killed or badly injured.

**from recall:**

- slaves often worked all day exposed to the hot sun
- slaves were often beaten/whipped by the overseer
- slaves were given few rest breaks
- slaves were given limited food rations.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

**4** The candidate explains why many people in Britain supported the abolition of the slave trade by the end of the eighteenth century by referring to evidence such as: **4**  
**02**

**from the source:**

- some people opposed the slave trade on religious grounds believing that it was against the teaching of God
- many people attended meetings of The Society for the Abolition of the Slave Trade and began to see the trade as cruel and unnecessary
- people realised that the British economy no longer relied on the continued existence of the slave trade.

**from recall:**

- people read accounts of former slaves such as Olaudah Equiano and were convinced the slave trade was wrong
- people were won over by the work of abolitionists such as Thomas Clarkson who gathered evidence to show the cruelties of the slave trade.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

## EUROPEAN AND WORLD

### CONTEXT 7: CITIZENS! THE FRENCH REVOLUTION, 1789–1794

- 1 The candidate describes the complaints of the Third Estate in 1789 by referring to evidence such as: **4  
01**

**from the source:**

- Louis XVI refused to share power and rules France by himself
- French nobles had far too many privileges which they no longer deserved
- they resented the wealth of the Catholic Church/believed that it was far too powerful.

**from recall:**

- the Estates General had not met for over a century
- the king chose government ministers
- taxes/feudal dues for peasants were far too high
- the nobles did not pay taxes.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

- 2 The candidate describes the actions of the peasants against the nobles during the French revolution by referring to evidence such as: **3  
01**

**from the source:**

- peasants took the opportunity to attack and burn the manor houses of the nobles
- documents which listed feudal dues owed to the landlord were destroyed.

**from recall:**

- peasants refused to pay their feudal dues
- some nobles were killed when they fought back
- some nobles' lands were taken over by peasants.

**Maximum of 2 out of 3 for answers which refer only to recall or only to the source.**

3 The candidate evaluates the source by referring to evidence such as: **4**  
**03**

- primary source written at the time
- written by someone who was there – eyewitness account/possible bias because he helped arrest the King
- to describe the arrest of the King/to show that the arrest was a dramatic affair
- a large body of our soldiers/we carried guns and torches.

**Maximum of 1 mark for commenting on content omission such as:**

- the King had been trying to escape from Paris
- the King was recognised because of his picture on a banknote.

4 The candidate explains why so many French citizens were afraid of the Committee of Public Safety in 1793 by referring to evidence such as: **4**  
**02**

**from the source:**

- people were arrested by being accused/on very little evidence
- the death sentence was the only sentence
- there was no appeal against a sentence.

**from recall:**

- the Committee set up its own courts
- trials were short and people were not allowed to defend themselves
- anyone criticising the government was punished
- many people were executed/guillotined.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

## EUROPEAN AND WORLD

### CONTEXT 8: THE RED FLAG: LENIN AND THE RUSSIAN REVOLUTION, 1894–1921

- 1 The candidate evaluates the source by referring to evidence such as: **4  
03**
- primary source from the time
  - personal experience/may be distorted as a memory
  - written to describe the poor living conditions of his childhood home
  - ceiling leaked/floors infested with fleas.

**Maximum of 1 mark for commenting on content omission such as**

- houses heated by stove/small houses shared by large families.

- 2 The candidate describes the ways Nicholas II kept control of his opponents in Russia before 1917 by referring to evidence such as: **3  
01**

**from the source:**

- there was censorship of newspapers
- the army was used to keep order and crush revolt.

**from recall:**

- example of events of Bloody Sunday
- political agitators still faced exile to Siberia
- church still preached in support of Tsar/Tsar appointed by God
- policy of Russification continued to oppress minorities.

**Maximum of 2 out of 3 for answers which refer only to recall or only to the source.**

3 The candidate explains why the war made life more difficult for the people of Petrograd in March 1917 by referring to evidence such as:

4  
02

**from the source:**

- the war had drawn thousands more into the overcrowded city to work in the munitions factories
- peasants had been drafted into the army so fewer people were producing crops
- the army had first call on transport so it was even harder to bring food into the city, causing price rises.

**from recall:**

- wages had only risen half as much as prices so bought less
- there was a great shortage of fuel which caused factories to close
- the winter was freezing so fuel shortages left people very cold in their homes
- heavy losses in the war demoralised people.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

4 The candidate describes the way the Bolsheviks treated the Russian royal family during the Civil War by referring to evidence such as:

4  
01

**from the source:**

- Tsar, his wife, son and four daughters kept under house arrest
- woken in the early morning and ordered to dress
- taken to the basement area under the house.

**from recall:**

- the Bolsheviks/Cheka shot them
- the whole family was killed – no survivors
- the bodies were thrown down a mine shaft.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

## EUROPEAN AND WORLD

### CONTEXT 9: FREE AT LAST? RACE RELATIONS IN THE USA, 1918–1968

- 1 The candidate describes American attitudes towards immigration from Europe in the 1920s by referring to evidence such as: **4  
01**

**from the source:**

- there was a belief that people from countries in southern and eastern Europe were inferior
- many felt that people from southern and eastern Europe had nothing to offer USA
- there was a strong religious prejudice against Jews and Catholics.

**from recall:**

- many Americans wanted immigration to stop
- old immigrants felt that they had built America and new immigrants wanted to reap the benefits of what had been achieved
- they believed that there were too many immigrants in USA
- immigration from northern and western Europe was more acceptable.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

- 2 The candidate describes the ways in which black people in Montgomery supported the campaign against segregation on the city's buses by referring to evidence such as: **3  
01**

**from the source:**

- they walked to work
- they car pooled.

**from recall:**

- they stopped using the buses
- they continued to boycott for over a year
- they purchased station wagons to take people to work
- black taxi drivers reduced their fares for people who were observing the boycott.

**Maximum of 2 out of 3 for answers which refer only to recall or only to the source.**

3 The candidate explains why Martin Luther King chose to hold a Civil Rights protest in Birmingham by referring to evidence such as:

4  
02

**from the source:**

- Birmingham was believed to be the most racist city in the south
- black people lived in constant fear of violence
- the city police chief was a racist/would be an ideal opponent

**from recall:**

- a rigid system of segregation was enforced in Birmingham
- there had been violent attacks on black population/lynchings/“Bombingham”
- King had been invited by local civil rights leaders to hold a protest in Birmingham
- King believed he could win public sympathy and support by showing the brutality of the authorities in Birmingham
- King said that if the civil rights movement could succeed in Birmingham it could do so anywhere in the South.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

4 The candidate evaluates the source by referring to evidence such as:

4  
03

- primary source spoken at the time
- comes from a speech made by Stokely Carmichael/disagreed with King about non-violence so possible sarcasm
- to give an opinion of King
- states that King is full of love/mercy.

**Maximum of 1 mark for commenting on content omission such as:**

- Stokely Carmichael had broken away from King/opposed his non-violent movement.

## EUROPEAN AND WORLD

### CONTEXT 10: THE ROAD TO WAR, 1933–1939

- 1 The candidate explains why the Nazis believed that the Germans were superior to other people by referring to evidence such as: **4  
02**

**from the source:**

- the greatest thinkers and scientists of past centuries were German
- German attitude to hard work and enterprise had helped all of Europe to become richer
- only German courage would save the world from Communism.

**from recall:**

- blue-eyed and blond people were superior
- the Nazis called the Germans the Master race
- Jews and other races were called sub-humans.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

- 2 The candidate describes German foreign policy between 1933 and 1936 by referring to evidence such as: **4  
01**

**from the source:**

- Germany was going to break Versailles/take back territory that Germany had lost
- Germany withdrew from the League of Nations so she would not have to stick to the rules
- Germany wanted to take over Austria.

**from recall:**

- Hitler wanted Lebensraum/Greater Germany
- Germany made a pact with Poland
- Germany introduced conscription
- Germany created an air force and navy
- Germany reoccupied the Rhineland.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

- 3 The candidate evaluates the source by referring to evidence such as: **4  
03**
- primary source produced at the time
  - German documentary – might be biased in favour of German actions
  - to show that Anschluss was popular with the Austrian people
  - Austrians had wanted this for many years/enthusiastic reception of German troops.
- Maximum of 1 mark for commenting on content omission such as:**
- Austria had been invaded by Germany
  - Hitler arranged a plebiscite/vote and most Austrians voted in favour.
- 4 The candidate describes the events of 1939 which led to war by referring to evidence such as: **3  
01**
- from the source:**
- Britain and France promised to protect Poland
  - Germany and Russia made a treaty not to go to war with each other.
- from recall:**
- Germany invaded Czechoslovakia
  - Britain sped up her rearmament programme
  - Germany invaded Poland
  - Britain gave an ultimatum/war was declared.
- Maximum of 2 out of 3 for answers which refer only to recall or only to the source.**

## EUROPEAN AND WORLD

### CONTEXT 11: IN THE SHADOW OF THE BOMB: THE COLD WAR, 1945–1985

- 1 The candidate describes the events that led to formation of NATO in 1949 by referring to evidence such as: **3  
01**

**from the source:**

- the Soviet Union took control of many countries in eastern Europe
- Stalin tried to force the western allies to give up Berlin.

**from recall:**

- the western allies regarded the presence of millions of Soviet soldiers in Eastern Europe as a direct threat to their security
- events such as Churchill's 'iron curtain' speech, the Truman Doctrine and the introduction of the Marshall Plan increased tension in Europe
- the allies had been forced to airlift supplies into West Berlin to overcome the Soviet blockade.

**Maximum of 2 out of 3 for answers which refer only to recall or only to the source.**

- 2 The candidate evaluates the source by referring to evidence such as: **4  
03**

- secondary source written many years after the event
- written by a historian with the benefit of hindsight/who is likely to have carried out extensive research
- to show that there was a serious threat of nuclear war over Cuba
- Soviets and Americans came close to nuclear war/to the American public the missiles were a major threat and Kennedy must take action.

**Maximum of 1 mark for commenting on content omission such as:**

- the Soviets shot down a U2 spy plane over Cuba which further increased tension and the threat of war.

3 The candidate explains why America became involved in a full scale war in Vietnam by referring to evidence such as: **4**  
**02**

**from the source:**

- they wanted to prevent all of Vietnam from becoming communist
- the American government had decided that they would try to stop the Soviet Union from spreading communism across the world
- the North Vietnamese attacked an American warship.

**from recall:**

- America was concerned about the domino theory in South-East Asia
- America felt that the North Vietnamese were being given military support by the Chinese
- America felt that it was in danger of losing the Cold War at this time and had to act decisively.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

4 The candidate describes the events which caused relations between the superpowers to worsen in the 1980s by referring to evidence such as: **4**  
**01**

**from the source:**

- in 1979 Soviet forces invaded Afghanistan
- America abandoned negotiations to limit nuclear weapons
- America boycotted Moscow Olympics in 1980/Soviets boycotted Olympics in 1984.

**from recall:**

- Ronald Reagan was elected US president and he adopted a more aggressive policy towards the Soviets
- President Reagan announced plans to develop a Star Wars defence system which increased Cold War tension
- America reduced trade with the Soviet Union.

**Maximum of 3 out of 4 for answers which refer only to recall or only to the source.**

[END OF MARKING INSTRUCTIONS]