

GCSE History

Paper 3 marking training



Welcome to this Professional Development Course

Welcome to this Paper 3 marking training session.

This session will provide marking training for the Paper 3 Modern Depth Study.

It will recap on the assessment model for the paper, including a reminder of the changes for first assessment 2025, before looking at exemplar student scripts at a range of levels.

The session will give teachers the chance to mark scripts and understand more fully the level descriptors for each question.

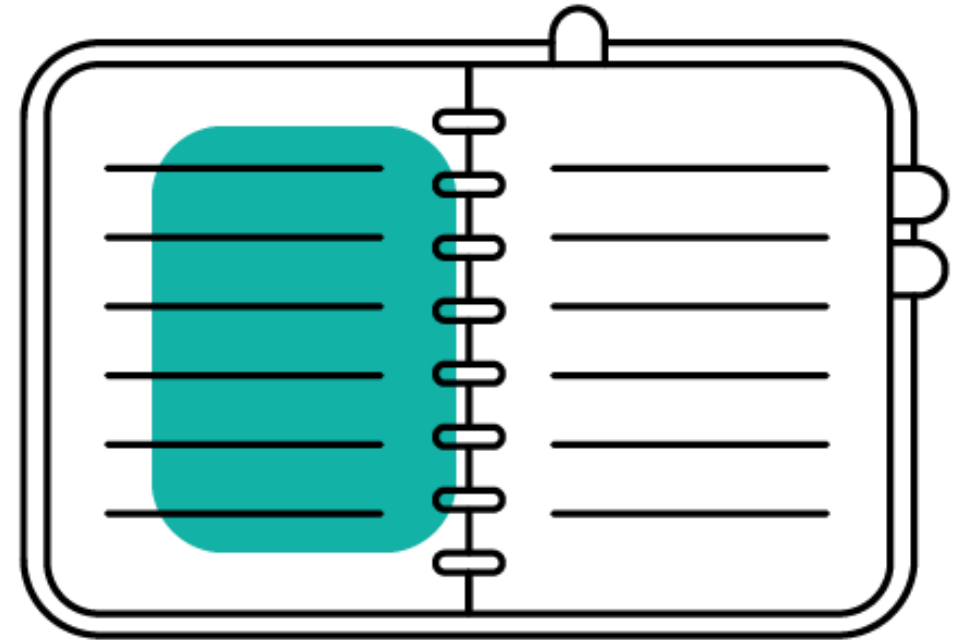
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Agenda

In this session we are going to look at:

- refreshing your understanding of the Paper 3 assessment model, including a reminder of the changes for first assessment 2025
- understanding how exemplar scripts were marked
- practising marking using exemplar scripts
- addressing common issues and FAQs.



Overview of Specification and Assessment Objectives



Overview of specification

Paper 1 (30%) 1 hr 20 mins	Paper 2 (40%) 1 hr 50 mins		Paper 3 (30%) 1 hr 30 mins
Thematic study (20%) <i>with</i> Hist. env. (10%)	British depth study (Booklet B) (20%)	Period study (Booklet P) (20%)	Modern depth study
<ul style="list-style-type: none"> • Crime and punishment in Britain, c1000–present <i>with</i> Whitechapel, c1870–c1900: crime, policing and the inner city (10) • Medicine in Britain, c1250–present <i>with</i> The British sector of the Western Front, 1914–18: injuries, treatment and the trenches (11) • Warfare and British Society, c1250–present <i>with</i> London and the Second World War, 1939–45 (12) • Migrants in Britain, c800–present <i>with</i> Notting Hill, c1948–c1970 (13) 	<ul style="list-style-type: none"> • Anglo-Saxon and Norman England, c1060–88 (B1) • The reigns of King Richard I and King John, 1189–1216 (B2) • Henry VIII and his ministers, 1509–40 (B3) • Early Elizabethan England, 1558–88 (B4) 	<ul style="list-style-type: none"> • Spain and the ‘New World’, c1490–c1555 (P1) • British America, 1713–83: empire and revolution (P2) • The American West, c1835–c1895 (P3) • Superpower Relations and the Cold War, 1941–91 (P4) • Conflict in the Middle East, c1945–95 (P5) 	<ul style="list-style-type: none"> • Russia and the Soviet Union, 1917–41 (30) • Weimar and Nazi Germany, 1918–39 (31) • Mao’s China, 1945–76 (32) • The USA, 1954–75: conflict at home and abroad (33)

Assessment Objectives

AO1	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.	35%
AO2	Explain and analyse historical events and periods studied using second-order historical concepts.	35%
AO3	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	15%
AO4	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	15%

Changes to assessment model from June 2025

From June 2025 (current Y11), some changes have been made to the assessment model – these are in [Issue 5](#) of the specification. The changes are aimed at making the exams more accessible. Also, some language changes (e.g., Indigenous peoples in place of Plains Indians) better reflect diversity and identity.

From June 2026 (current Y10) onward, some amendments to content have been made – these are in [Issue 6](#) of the specification. These changes were made to simplify teaching and clarify what needs (or does not need) to be taught.

A summary of all changes can be found [here](#).

Older publications, e.g. textbooks, will not reflect these changes. The specification and sample assessment materials available on the [Pearson website](#) should always be used as the guide for exam questions.

Publishers are onboard with the changes and upcoming reprints and/or new publications reflect the changes.

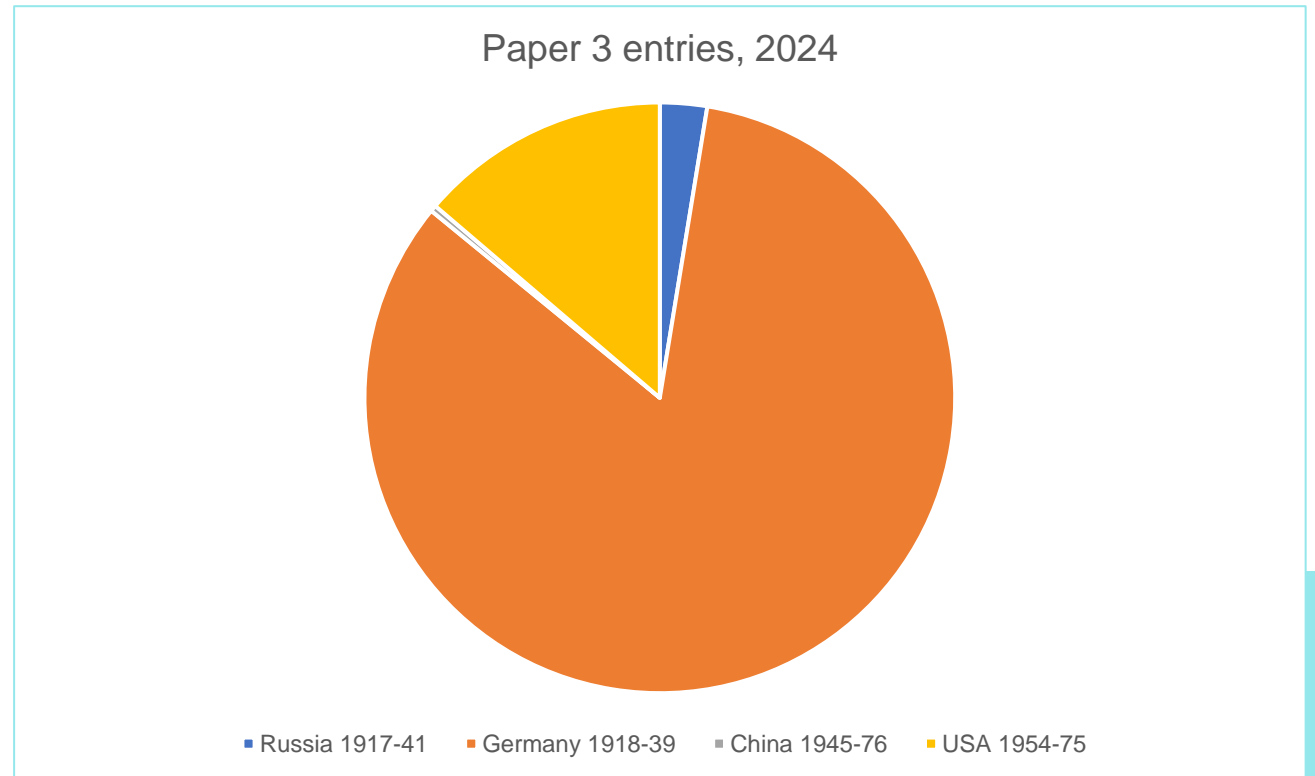
The assessment standards for questions have not changed from previous guidance; e.g., where Paper 1 Question 1 now asks for one feature from each of two topics, rather than two features from one topic, the assessment of each feature and supporting detail remains unchanged.

Paper 3 Modern Depth Study



Modern Depth Study options

- 30 – Russia and the Soviet Union, 1917–41
 - 31 – Weimar and Nazi Germany, 1918–39
 - 32 – Mao's China, 1945–76
 - 33 – The USA, 1954–75
-
- **Germany** continues to dominate.
 - Germany and **The USA** together account for 96% of Modern depth study entries.



Assessment Overview and Objectives – Paper 3

Q	Total marks	AO	Question description	Example question stem
			Modern Depth Study – Section A	
1	4	AO3	Making inferences from sources	Give two things you can infer from Source A about...
2a/ 2b	12	AO1 AO2	Explanation of causation	Explain why... + two stimulus points Choice between two questions: 2a or 2b
			Modern Depth Study – Section B	
3a	8	AO3	Evaluation of source utility	How useful are Sources B and C for an enquiry into...
3b	4	AO4	Analysis of interpretations for difference of view	What is the main difference between the views?
3c	4	AO4	Explanation of a reason for a difference of view	Suggest one reason why Interpretations 1 and 2 give different views about...
3d	16 + 4 SPAG	AO4	Evaluation of a historical interpretation	How far do you agree with Interpretation 2 about...?

Assessment: Modern Depth Study



Q1: Making inferences from sources (4 marks)

Question stem:

Give **two** things you can infer from Source A about... (4 marks)

Question	
1	<p>Give two things you can infer from Source A about <u>War Communism</u>.</p> <p>Target: Source analysis (making inferences). AO3: 4 marks.</p>
Marking instructions	
<p>Award 1 mark for each valid inference up to a maximum of two inferences. The second mark for each example should be awarded for supporting detail selected from the source.</p> <p>e.g.</p> <ul style="list-style-type: none">• <i>War Communism disrupted the lives of peasants (1). On the right of the picture, peasants seem to be arguing with the soldiers (1).</i>• <i>The Red Army were prepared to use force to ensure grain was requisitioned (1). The Red Army soldiers are carrying weapons (1).</i>• <i>Peasants were reluctant to give up grain (1). It seems the peasants are being held back while Red Army soldiers are taking grain out of the house (1).</i> <p>Accept other appropriate alternatives.</p>	

Source A: A painting by a Russian artist, 1922. The painting shows Red Army soldiers requisitioning grain from peasants.



Q1: Making inferences from sources (4 marks)

(i) What I can infer:

I can infer that the peasants were
not happy with the red army

Details in the source that tell me this:

The peasants shouting at the
army soldiers

(ii) What I can infer:

I can infer that the sacks
of grain are heavy

Details in the source that tell me this:

Where it shows two men
struggling to lift it

Q1: Marking activity



Activity 1

- Form a judgement as to the mark for Q1 Exemplar response 2.
- Complete Poll 1.
- Delegate booklet:
 - p.1 (mark scheme)
 - p.1 (indicative content)
 - p.3 (exemplar response)

Q2: Explanation of causation (12 marks)

Question stem:

Explain why ... + two stimulus points

Mark	12-mark questions	Level
0	No rewardable material.	
1–3	<ul style="list-style-type: none">• A <u>simple or generalised answer</u> is given, lacking development and organisation. [AO2]• <u>Limited knowledge</u> and understanding of the topic is shown. [AO1]	1
4–6	<ul style="list-style-type: none">• An explanation is given, showing <u>limited analysis</u> and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]• Accurate and relevant information is included, showing <u>some knowledge</u> and understanding of the period. [AO1]	2

Mark	12-mark questions	Level
7–9	<ul style="list-style-type: none">• An explanation is given, showing <u>some analysis</u>, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]• Accurate and relevant information is included, showing <u>good knowledge</u> and understanding of the required features or characteristics of the period studied. [AO1] <p><i>Maximum 8 marks for answers that do not address three or more aspects of content.</i></p>	3
10–12	<ul style="list-style-type: none">• An analytical explanation is given which is <u>directed consistently</u> at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]• Accurate and relevant information is <u>precisely selected</u> to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p><i>No access to Level 4 for answers that do not address three or more aspects of content.</i></p>	4

'Best-fit' marking Q2

- Consider each strand separately.
- Look first at the AO2 strands of the mark scheme, considering the quality of the analysis in response to the specific question asked.
- Then consider AO1 and how well that analysis is supported by knowledge – notice the increasingly precise use of detail in the AO1 strand of the mark scheme.
- For all questions assessing AO1 and AO2, where no judgement is required, the AO2 level descriptor is always given first. The focus is on the analytical response to the question.
- If the levels for each strand are the same, the mark will be in the same level.
- If the levels for each strand are different, a 'best-fit' decision is made to decide the final mark.
 - E.g. If the marks are L3 + L2, then the answer has met all the demands for Level 2 and has moved into L3.
 - A more difficult judgement has to be made if the marks are L3 + L1.

Q2: Explanation of causation (12 marks)

- 2 Explain why the USA was **not** able to win the war against the Vietcong in the years 1964–73.

(12)

You **may** use the following in your answer:

- the Vietcong use of booby traps
- the US use of Agent Orange

You **must** also use information of your own.

Indicative content

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- It was difficult for the US troops to combat and defeat Vietcong guerrilla tactics such as the use of booby traps, tunnels and ambushes.
- American tactics, for example, the use of chemical weapons such as Agent Orange, antagonised the Vietnamese population, making them likely to support the Vietcong against the Americans.
- The nature of guerrilla warfare meant that combat was small-scale, preventing American troops from using their superior technology.
- The morale of American troops, and therefore their commitment, was affected by the unpredictable nature of guerrilla warfare and the difficulties in identifying members of the Vietcong.
- The Americans failed to win the 'hearts and minds' of peasants in South Vietnam; policies such as 'Strategic Hamlets' and 'Search and Destroy' antagonised them.
- Opposition to involvement in the war increased within the USA, making it difficult for politicians to justify funding the war.

- Indicates possible but not required content.
- Gives more possibilities than students are likely to provide.
- When judgements about a statement or view are required, is arranged in terms of points for and against.

Q2: Explanation of causation (12 marks)

One reason the USA was not able to win the war against the Vietcong was the Vietcong use of booby traps. This meant that caused 11% of US deaths in the Vietnam war and therefore public opinion in the US decreased dramatically. This was absolutely pivotal to the US loss in Vietnam as it reduced the number of soldiers, decreased public opinion but more importantly it exacerbated the degrading mental state of US troops, making it impossible for the US to win the war against the Vietcong in the years 1964-1973.

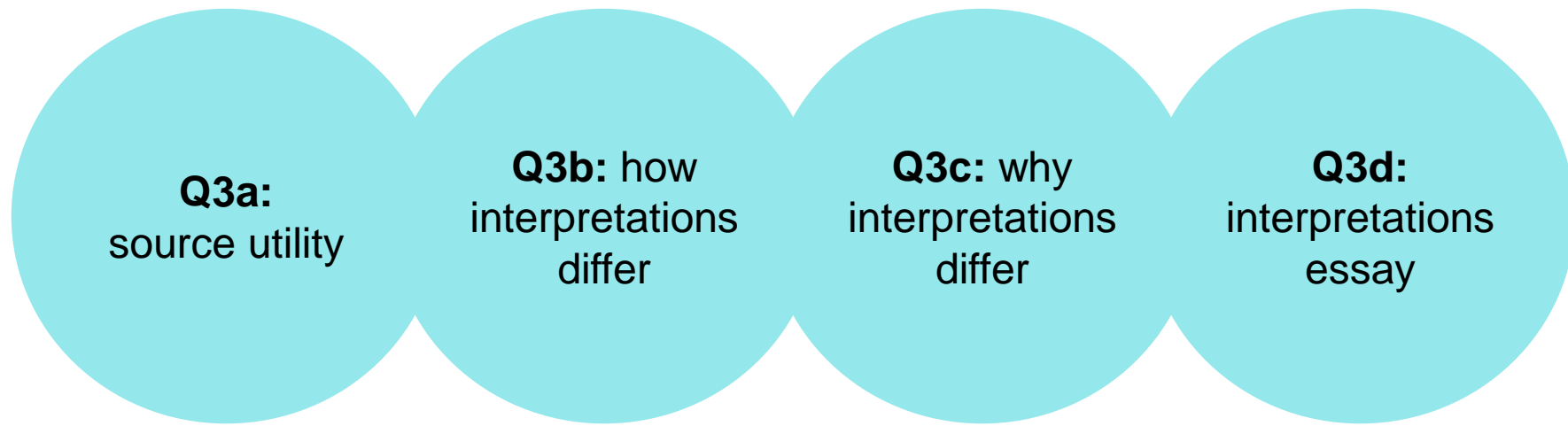
Q2: Marking activity



Activity 2

- Form a 'best-fit' judgement as to the level and mark for Q2 Exemplar response 4.
- Complete Poll 2.
- Delegate booklet:
 - p.4 (mark scheme)
 - p.8 (indicative content)
 - pp.9–10 (exemplar response)

Paper 3 Question 3 – the enquiry package



- The enquiry 'package' in Paper 3 looks at the later stages of the historian's work.
- Students analyse the strengths and weaknesses of sources, and this prepares them to look at how historians build their interpretations.

Q3a: Analysis and evaluation of source utility (8 marks)

Question stem:

How useful are Sources A and B for an enquiry into.... (8 marks)

3 (a) Study Sources B and C.

How useful are Sources B and C for an enquiry into Nazi methods of controlling the German people in the years 1933–39?

Explain your answer, using Sources B and C and your knowledge of the historical context.

(8)

Source B: From the *Organisation Book of the Nazi Party*, published during Nazi rule. This book set out the role and duties of officials in the Nazi Party. Here it lists the duties of officials who reported on the behaviour of people living in their local area.

It is your duty to identify people spreading rumours harmful to the Party. You should report them to your local Party Leader, so that these people can be reported to the government authorities.

You must support and defend National Socialist ideas.

You must continually remind Party members of their duties towards the people and the state.

It should be your aim that the sons and daughters of families within your area of housing become members of the various Nazi organisations, such as the Hitler Youth, SA, SS, and the German Labour Front, and that they attend Nazi meetings, rallies, celebrations.

Source C: A photograph published in a German newspaper in 1935. It was taken by Hitler's official photographer. The photograph shows Josef Goebbels, Hitler's Minister for Propaganda, making a radio broadcast. He is reading out Hitler's New Year message to the German people.



Q3a: Analysis and evaluation of source utility (8 marks)

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none">A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance¹. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with implicit links to the sources.
2	3–5	<ul style="list-style-type: none">Judgements on source utility for the specified enquiry are given using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance¹. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used to support comments on the usefulness of the content of the sources and/or their provenance.
3	6–8	<ul style="list-style-type: none">Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance¹ affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility.
Notes: 1. Provenance = nature, origin, purpose.		

Q3a: Analysis and evaluation of source utility (8 marks)



Activity 3

1. Using the mark scheme in your delegate book, what do you notice is the difference between a Level 2 and Level 3 answer?
2. Delegate booklet p.11.

‘Best-fit’ marking Q3a

- Consider each source separately.
- Look first at Source A, considering the quality of the analysis in response to the specific question asked. Apply the mark scheme to Source A and use the strands in the descriptor to determine a level.
- Then consider Source B in the same way.
- If the levels for each source are the same, the mark will be in the same level.
- If the levels for each source are different, a ‘best-fit’ decision is made to decide the final mark.
 - E.g. If Source A is L2 and Source B is L3, a mark will be awarded lower in L3.
 - A more difficult judgement has to be made if the sources are L3 + L1.

Q3a: Analysis and evaluation of source utility (8 marks)

Source B is useful into an enquiry into Nazi methods of controlling the people because it was written, published and promoted by the Nazis during Nazi rule. This allows us to get first hand opinions directly from the party. Its purpose was for it to inform and entail directly to the party officials their duties and roles to support the party. ~~It is also~~ Its contents include how any rumors of harm to the party must be reported on and I know this is accurate of the time because the state was a police state which relied on the peoples honesty as well as the Gestapo and police to find any unlawful citizens. The source also states that the officers must aim for all their children to attend Hitler groups, which I know was typical because during this time period other youth groups were banned and attendance to the Hitler youth became compulsory. Therefore, this source is very useful because it provides a direct message from the Nazis of their methods of people control.

Source C is useful for an enquiry into Nazi methods of controlling the people because it demonstrates the importance of propaganda for the Nazis. It is a photograph which can be staged however I know that radiobroadcasts and other methods of new technology were widely used by Nazi propaganda in order to spread Hitler's messages to a much wider range of people. The content of this picture is crucial as it shows Joseph Goebbels who I know Hitler appointed as his leader of Nazi propaganda reading out one of Hitler's speeches which was commonly done because I know Hitler was an extremely charismatic speaker. Therefore, this source is very useful to the enquiry because at it was written in 1935 ~~and it is~~ so it directly demonstrates a large method of propaganda and influence used by the Nazis.

Q3a: Marking activity



Activity 4

- Use the mark scheme to form a 'best-fit' judgement as to the level and mark for Q3a Exemplar response 6.
- Complete Poll 3.
- Delegate booklet:
 - p.12 (sources)
 - p.15 (indicative content)
 - p.16 (exemplar response 6).

Q3b: Analysis of interpretations for difference of view (4 marks)

Question stem:

What is the main difference between the views? (4 marks)

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none">• <u>Limited analysis</u> of the interpretations is shown by the extraction or paraphrase of some content, but <u>differences of surface detail only are given</u>, or a difference of view is asserted <u>without direct support</u>.
2	3–4	<ul style="list-style-type: none">• The interpretations are analysed and <u>a key difference of view is identified and supported</u> from them.

Q3b: Analysis of interpretations for difference of view (4 marks)

(b) Study Interpretations 1 and 2.

They give different views about Nazi methods of controlling the German people in the years 1933–39.

What is the main difference between these views?

Explain your answer, using details from **both** interpretations.

(4)

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive and other relevant material not suggested below must also be credited.

- A main difference is that Interpretation 1 suggests the Nazis were able to control Germany through propaganda, which ensured that Nazi ideas were spread to the people. Interpretation 2, on the other hand, emphasises the Nazi creation of a police state, using the law to control people's behaviour.

Interpretation 1: From *The Third Reich, A New History* by M Burleigh, published in 2000.

Goebbels, as Minister of Propaganda, aimed to spread Nazi ideas in a variety of subtle ways in daily life. For example, photographs in magazines showed the Führer laughing on the telephone or admiring cars on display at the Automobile Show. Radio broadcasts created an emotional tone, using fanfares and warlike music.

Mass rallies, such as those at Nuremberg, were a combination of popular celebration, military parade, political meeting and sacred ceremony. These rallies were spectacular, themed events, reflecting how the Nazi regime wished to see itself.

Interpretation 2: From *Coercion and Consent in Nazi Germany*, an article by R Evans, published in 2007.

The main technique used to create terror was the use of the law. It was against the law to belong to any political group apart from the Nazi Party. It was also illegal to tell jokes about Hitler and illegal to spread rumours about the Nazi government.

The police had the legal power to open people's letters and listen to phone calls. The police could also imprison people without trial. For example, in 1933, 100 000 people were imprisoned without a trial. New laws were passed to extend the use of the death penalty.

Q3b: Analysis of interpretations for difference of view (4 marks)

Interpretation 1 was mainly focusing on how Hitler spread his words and ideas in a subtly ~~strong~~ way. However for example the highlighted quotation "Radio broadcasts created an emotional tone." this is using propaganda to get people to agree with Hitler and the Nazis. However, Interpretation 2 focused on mainly violence and the consequences if anybody talked bad upon Hitler and the Nazis. "109,000 people imprisoned without trial" this is using interrogation and violence through law to get people to ~~a~~ like Hitler and the Nazis.

Q3b: Marking activity



Activity 5

- Form a judgement as to the level and mark for Q3b Exemplar response 8.
- Complete Poll 4.
- Delegate booklet:
 - p.17 (mark scheme)
 - p.18 (indicative content)
 - p.17 (interpretations)
 - p.19 (exemplar response)

Q3c: Explanation of a reason for a difference of view (4 marks)

Question stem:

Suggest one reason why Interpretations 1 and 2 give different views about... (4 marks)

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none">• <u>A simple valid explanation</u> is offered but displaying only <u>limited analysis</u>. Support for the explanation is based on simple undeveloped comment or on the selection of details from the provided material or own knowledge, with only <u>implied linkage to the explanation</u>.
2	3–4	<ul style="list-style-type: none">• <u>An explanation</u> of a reason for difference is given, <u>analysing the interpretations</u>. The explanation is <u>substantiated effectively</u>.

Q3c: Explanation of a reason for a difference of view (4 marks)

- (c) Suggest **one** reason why Interpretations 1 and 2 give different views about Nazi methods of controlling the German people in the years 1933–39.

You **may** use Sources B and C to help explain your answer.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive. The examples below show different approaches to explaining difference, any one of which may be valid. Other valid material must be credited.

- The interpretations may differ because the authors may have given weight to different sources. For example, Source C illustrates the use of the radio to convey messages, which provides some support for Interpretation 1 about various propaganda techniques used by Goebbels, while Source B gives some details about the systematic use of surveillance by the Nazi Party to control all aspects of people's behaviour and provides some support for Interpretation 2, which emphasises the use of the legal system to investigate and control people's behaviour.
- The interpretations may differ because the authors emphasise different techniques used to control the German people – Interpretation 1 focuses on the use of propaganda to persuade people to conform while Interpretation 2 emphasises the development of the police state to monitor behaviour and force people to obey.
- They may differ because the authors have a different approach to explaining Nazi policies – Interpretation 1 is suggesting Nazi control was done in a positive way, implying people were willing to conform to Nazi ideas, whereas Interpretation 2 is suggesting people were controlled in a negative way, through the state's legal powers and coercion.

Interpretation 1: From *The Third Reich, A New History* by M Burleigh, published in 2000.

(4)

Goebbels, as Minister of Propaganda, aimed to spread Nazi ideas in a variety of subtle ways in daily life. For example, photographs in magazines showed the Führer laughing on the telephone or admiring cars on display at the Automobile Show. Radio broadcasts created an emotional tone, using fanfares and warlike music.

Mass rallies, such as those at Nuremberg, were a combination of popular celebration, military parade, political meeting and sacred ceremony. These rallies were spectacular, themed events, reflecting how the Nazi regime wished to see itself.

Interpretation 2: From *Coercion and Consent in Nazi Germany*, an article by R Evans, published in 2007.

The main technique used to create terror was the use of the law. It was against the law to belong to any political group apart from the Nazi Party. It was also illegal to tell jokes about Hitler and illegal to spread rumours about the Nazi government.

The police had the legal power to open people's letters and listen to phone calls. The police could also imprison people without trial. For example, in 1933, 100 000 people were imprisoned without a trial. New laws were passed to extend the use of the death penalty.

Q3c: Explanation of a reason for a difference of view (4 marks)

This is because people have different opinions on certain things that happen causing there to be two writings about the ~~same~~ objective but different views. This is also because interpretation 1 matches with Source C, while interpretation 2 matches with Source B, therefore the writers have different reference materials.

Q3c: Marking activity



Activity 6

- Form a judgement as to the level and mark for Q3c Exemplar response 10.
- Complete Poll 5.
- Delegate booklet:
 - p.20 (mark scheme)
 - p.20 (indicative content)
 - p.17 (interpretations)
 - p.21 (exemplar response)

Q3d: Evaluation of a historical interpretation (16 + 4 marks)

Question stem:

How far do you agree with Interpretation 2 about...?

Explain your answer, using **both** interpretations and your knowledge of the historical context.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none">Answer offers simple valid comment to agree with or counter the interpretation. Limited analysis of one interpretation is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation. Generalised contextual knowledge is included and linked to the evaluation.
2	5–8	<ul style="list-style-type: none">Answer offers valid evaluative comment to agree with or counter the interpretation. Some analysis is shown in selecting and including details from both interpretations to support this comment. Some relevant contextual knowledge is included and linked to the evaluation. An overall judgement is given but its justification is insecure or undeveloped and a line of reasoning is not sustained.
3	9–12	<ul style="list-style-type: none">Answer provides an explained evaluation, agreeing or disagreeing with the interpretation. Good analysis of the interpretations is shown indicating difference of view and deploying this to support the evaluation. Relevant contextual knowledge is used directly to support the evaluation. An overall judgement is given with some justification and a line of reasoning is generally sustained.
4	13–16	<ul style="list-style-type: none">Answer provides an explained evaluation, reviewing the alternative views in coming to a substantiated judgement. Precise analysis of the interpretations is shown, indicating how the differences of view are conveyed and deploying this material to support the evaluation. Relevant contextual knowledge is precisely selected to support the evaluation. An overall judgement is justified and the line of reasoning is coherent, sustained and logically structured.

'Best-fit' marking Q3d

- Consider each strand separately.
- Look first at the interpretation strand of the mark scheme, considering the quality of the analysis of the content of the interpretation.
- Then consider contextual knowledge and how well that is linked to the evaluation of the content of the interpretations.
- Then look at the judgement and how well this is sustained throughout the answer.
- If the levels for each strand are the same, the mark will be in the same level.
- If the levels for each strand are different, a 'best-fit' decision is made to decide the final mark.
 - E.g. If the marks are L3 + L2 + L2, then the answer has met all the demands for Level 2 and has moved into L3.
 - A more difficult judgement has to be made if the marks are L4 + L3 + L2.

SPAG – Spelling, punctuation and grammar

Marks for SPaG		
Performance	Mark	Descriptor
	0	<ul style="list-style-type: none">• The learner writes nothing.• The learner's response does not relate to the question.• The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning.
Threshold	1	<ul style="list-style-type: none">• Learners spell and punctuate with reasonable accuracy.• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.• Learners use a limited range of specialist terms as appropriate.
Intermediate	2–3	<ul style="list-style-type: none">• Learners spell and punctuate with considerable accuracy.• Learners use rules of grammar with general control of meaning overall.• Learners use a good range of specialist terms as appropriate.
High	4	<ul style="list-style-type: none">• Learners spell and punctuate with consistent accuracy.• Learners use rules of grammar with effective control of meaning overall.• Learners use a wide range of specialist terms as appropriate.

Q3d: Evaluation of a historical interpretation (16 + 4 marks)

Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).

- (d) How far do you agree with Interpretation 2 about Nazi methods of controlling the German people in the years 1933–39?

Explain your answer, using **both** interpretations and your knowledge of the historical context.

(16)

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

The interpretation to be evaluated suggests that the Nazis controlled the German people through legal coercion and the creation of a police state.

Relevant points from the provided material and own knowledge which support the claim made in the interpretation may include:

- Interpretation 2 explains that the police had legal powers to investigate and intimidate people.
- Interpretation 2 suggests that the state had wide-ranging powers to investigate people's attitudes and punish any signs of dissent.
- The Nazis systematically eliminated sources of potential opposition from other political parties, trade unions, the Churches and the army.
- The first concentration camp was opened at Dachau in March 1933.
- 'People's Courts' were set up in 1934 to try people accused of crimes against the state, showing that legal intimidation was a key element in Nazi control from the start.

Relevant points from the provided material and own knowledge which counter the view may include:

- Interpretation 1 shows that Goebbels controlled information reaching the public through a range of media.
- Interpretation 1 illustrates the positive aspects of the Nazi regime that were presented to the people in propaganda.
- Goebbels' Ministry of Propaganda controlled aspects of culture, such as the theatre, films, literature, music etc.
- Nazi propaganda targeted various groups in society in order to portray Nazi rule as beneficial, and celebrated achievements, such as in the economy and the Berlin Olympics, in order to maintain popular support.
- Ownership of radio sets dramatically increased during the 1930s.

Q3d: Evaluation of a historical interpretation (16 + 4 marks)

To some extent I agree with this interpretation and that the Nazis' main way of control was through the use of ~~the law~~ ^{the law}. During many rallies/Reichstag voting elections members of the SA were known for targetting and physically attacking members of the communist party in hopes of scaring them into stepping down from elections. As a result of this the Nazis won 203 ~~votes~~ ^{seats} in the 1932 election and as a result very quickly changed the laws and created some new ones in order to support their ideologies. The most famous being the Nuremberg laws these were a set of laws implemented by the Nazis that helped to go against Judaism these laws involved things such as Jews could not hold any high level occupation e.g. doctor/teacher/judge and that Jews could not attend school. The laws were quickly followed by boycotts and attacks on both Jewish shops and places of worship.

However to some extent I disagree with this interpretation. I believe that the Nazis also mainly

used violence and fear as their main way of control. They used to make public examples of those who did not follow Nazi orders, people would be beaten or even in some cases killed in the street for disregarding the usual Nazi regime. The most infamous use of violence to threaten and control was aimed at the Jewish population in Germany and came in the place of the night of broken glass or Kristallnacht as it is better known. Kristallnacht was a night that involved many people mostly Nazis breaking windows and doors of Jewish shops or synagogues they also burnt books written by Jewish authors in the streets this included holy books.

In conclusion I believe that the Nazis mainly used violence and fear to control the German population and that they knew nobody would oppose them if they did so.

Q3d: Marking activity



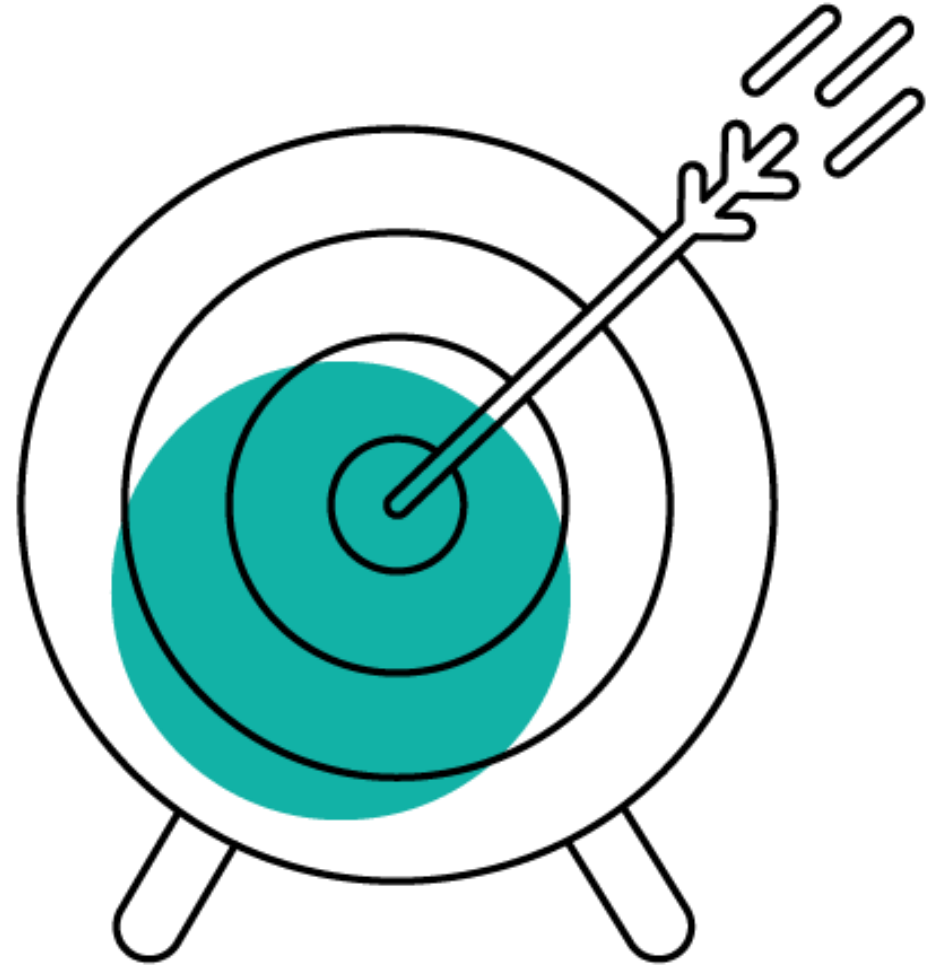
Activity 7

- Form a 'best-fit' judgement as to the level and mark for Q3d Exemplar response 12.
- Complete Poll 6.
- Delegate booklet:
 - p.22 (mark scheme)
 - p.23 (indicative content)
 - p.17 (interpretations)
 - p.26 (exemplar response)

Summary – Paper 3 marking training

In this session we looked at the following objectives:

- refreshing your understanding of the Paper 3 assessment model, including a reminder of the changes for first assessment 2025
- understanding how exemplar scripts were marked
- practising marking using exemplar scripts
- addressing common issues and FAQs.








Questions?


Finding support on our website

- This document is a useful ‘cheat sheet’ to help you find support materials on the Edexcel website:
- <https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/Teaching-and-learning-materials/gcse-history-support-materials-details-and-links.pdf>
- It's updated whenever new materials are released – best thing to do is to **bookmark** the file.
- Recent additions are mostly updates to existing support to cover the 2025–26 changes:
 - Getting started guide
 - Paper guides
 - Topic booklets
 - Knowledge boosters + new Crime KB
 - Content changes FAQs



Pearson Edexcel GCSE History:
free support materials, with details and links

Subject advisor
Mark Battye
History
Email : teachinghistory@pearson.com
Phone : +44 (0) 344 463 2535 (Teaching Services team | Mon - Fri, 9am - 5pm GMT)
[Access the history community](#) 
[Sign up to receive subject advisor updates](#)



History qualification page
The latest news on our History qualifications, plus contact details for our History subject advisor, Mark Battye. Email: teachinghistory@pearson.com.
Sign up to receive monthly subject advisor updates [here](#).
A hyperlink is provided for each piece of support. Some links are directly to specific files, some are to the webpages or dropdowns where the files are stored.

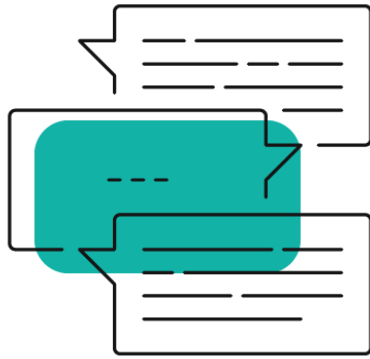
Support materials	Details
Specification and sample assessment materials	The starting point for information on content and assessment in GCSE (9–1) History. The current versions are Issue 5 (for 2025) and Issue 6 (for 2026).
Specimen papers	An extra set of practice papers to exemplify the GCSE (9–1) History assessment model. <i>(NB not updated for 2025–26 changes.)</i>
Past papers, mark schemes and examiner reports	For every series since 2018. The examiner reports include exemplar student answers with examiner comments. An Edexcel Online login is required to access files with a silver padlock – check with your exams officer if you can't open them.
Getting Started Guide	An overview of the specification, to help you get to grips with the content and assessment requirements. Updated June 2024 up to Issue 6 of the specification.
Summary guidance on changes for 2025 and 2026	Overview guidance on the changes being made for 2025 and 2026, including a table summarising the content changes for 2026.
Content changes for 2026: <ul style="list-style-type: none">• Topic guidance• FAQs	Guidance for each option on the changes being made to the content for Issue 6 of the specification (first assessment June 2026), and FAQs.

Pearson Edexcel GCSE History: free support materials, with details and links

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Subject Advisor Support

Our subject advisors are experts in their fields and are here to support you throughout the year.



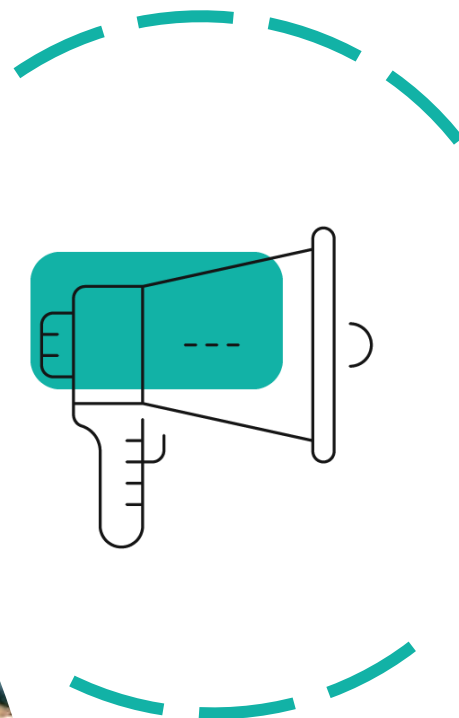
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Your Feedback Matters

Following this event, you will receive an invitation to share your thoughts about the session. Your feedback is invaluable to us, as it helps us tailor our professional development materials to better meet your needs. Please don't hesitate to let us know what you'd like to see more of and what areas you think could be improved.



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