



GCSE History: Paper 2 Marking Training

1HI0-24O9/01

British Depth Study

Exemplar response 1

Q1 Describe a feature (2 marks)

Richard and John Q1a, mock papers adapted from 2024

Question	
1 (a)	Describe one feature of the feudal system. Target: Knowledge of key features and characteristics of the period. AO1: 2 marks.
Marking instructions	
Award one mark for a valid feature identified. The second mark should be awarded for supporting information. e.g. <ul style="list-style-type: none">• <i>The feudal system organised society (1), with the king at the top of the hierarchy (1).</i>• <i>Tenants-in-chief held land (1), and provided knights for the army (1).</i>• <i>Peasants were at the bottom of the hierarchy (1), farming the land (1).</i> Accept other appropriate features and supporting information.	

Feature 2

The peasants are at the bottom of the system as they have the least control - their main priority is looking after and farming the lands



Q2 Analysis of causation (12 marks)

[Getting Started Guide](#), pp.36–37.

Mark	12-mark questions	Level
0	No rewardable material.	
1–3	<ul style="list-style-type: none"> A simple or generalised answer is given, lacking development and organisation. [AO2] Limited knowledge and understanding of the topic is shown. [AO1] 	1
4–6	<ul style="list-style-type: none"> An explanation is given, showing limited analysis 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 some knowledge 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 some analysis, 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 good knowledge 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 directed consistently 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 precisely selected 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



Early Elizabethan England Q1(b) (2024)

(b) Explain why the Spanish Armada was defeated.

(12)

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

- Sir Francis Drake
- the use of fire ships

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

Early Elizabethan England Q1(b) (2024) – indicative content in mark scheme

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:

- Prior to the launch of the Armada, Sir Francis Drake had led a successful attack on the Spanish naval base at Cadiz, so that when the Armada was eventually launched, it was lacking in provisions.
- Sir Francis Drake was experienced in using guerrilla tactics at sea and so was able to assist Lord Admiral Howard in planning a successful campaign to attack the Armada at every stage.
- The formation of the Armada broke up because the English sent fire ships into the Spanish fleet while they were at anchor at Gravelines. This destroyed one of the Armada's strengths.
- The English navy used its long-range artillery and more manoeuvrable ships to lead successful attacks on the Spanish ships as they sailed up the English Channel.
- The Spanish had failed to capture any deep-water ports prior to launching the Armada. This meant that, when they arrived to collect the Spanish soldiers, they were unable to dock close enough.
- Bad weather and strong winds disrupted the Armada's formation and prevented it from regrouping. This meant that the Armada had to sail north around Scotland, leading to its almost total destruction.



Exemplar response 2

Early Elizabethan England Q1(b) (2024)

(b) Explain why the Spanish Armada was defeated.

tactics
advice, planning, weather, guns, ship design
(12)

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

- Sir Francis Drake
- the use of fire ships

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

- English
- Spanish
weather,

One reason why the Spanish Armada was defeated was because of English ^{advice taken on board} ~~tactics~~. Several years before the Armada happened, a man called John Hawkins advised Elizabeth that she should improve British war ships so they are more manoeuvrable and have better defence systems. The British ships were therefore more equipped than the Spanish. They had many cannons or guns to fire at the opposition and galleons were used as they could take more cargo and were more manoeuvrable. When the British engaged the Armada in the Battle of Gravelines they were able to fire 6 times more cannon balls as the Armada and from further away. This caused the Armada to become scattered and destroy the Armada, resulting in its defeat.

Another reason why the Spanish Armada was defeated was because of the Spanish weaknesses. The Duke of Parma had failed to take control of the deep seaports in the Netherlands due to the British. This meant that he had to use smaller ships to load the troops and supplies onto which would take 48 hrs. The Spanish communications were also extremely bad as



When Medina-Sidonia left Spain, he sent a message to the Duke of Parma informing him that he had left, however this was passed overseas and did not reach Parma in time. By the time he received the message that Medina-Sidonia was in the English channel the British had already engaged him in the Battle of Gravelines and it would take 48 hours before his troops would be able to board the ships. From accounts it was made clear that when the British boarded the first Spanish ship, all of their food supplies and reserves had run out as after Sir Francis Drake's raid on Cadiz (known as the Singeing of the King's beard) he destroyed harbours, meaning that Spain had to use wooden barks that got destroyed, meaning that it was doomed from the start, ~~the~~ causing its defeat.

A final reason as to why the Armada was destroyed was because of English tactics. When Medina-Sidonia was refitting at the Isle of White, the British took advantage of this and fired cannon balls. However, ~~because~~ the British cannon balls ~~was~~ recoiled much more than the Spanish and were fired more frequently. A general discovered this advantage and told them to reserve their cannon balls. The English



also knew the seas better than the Spanish, so when they involved the Spanish in the battle of Gravelines, the Spanish armada was scattered due to rough weather and seas. This then ~~led~~ led to the Armada's defeat.



Activity 1: use the mark scheme on p.2 above to form a 'best-fit' judgement as to the Level and mark for Exemplar response 3 below.

Exemplar response 3

Anglo-Saxon and Norman England Q1(b) (2024)

(b) Explain why the Normans built so many castles in England during William I's reign. (12)

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

- England's border with Wales
- rebellions

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

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:

- Castles were built to protect England from invasion, along the borders with Wales and Scotland as well as on the coast.
- Castles, such as Exeter, Nottingham and York, were built as part of the Norman campaign to control areas where there had been Anglo-Saxon rebellions, thereby ensuring suppression of the local population.
- After the Battle of Hastings, castles that had been built when the Normans first invaded England, were strengthened and used as bases for the conquest of England, e.g. at Pevensey.
- In order to enable their military effectiveness, the Normans built castles to accommodate their soldiers and horses.
- Castles were built to provide an administrative centre for the surrounding area, and to act as status symbols for important individuals, e.g. earls.
- With William I absent from England for long periods of time, castle-building was necessary as a symbolic reminder of Norman power.



Exemplar response 3

Anglo-Saxon and Norman England Q1(b) (2024)

The ~~the~~ Normans built so many castles during William's reign as it was Williams way of sustaining power. It was a way William could control landownership and his wealth. ~~It~~

Motte and bailey castles where introduced to show ~~people~~ people that were not ~~Normans~~ Normans, Williams way of claiming England as his own. ~~and~~

William introduced castles to prevent invasion. Again this was a way William kept control over rebellions breaking out and people fighting against him.



Q3/4 Judgement question (16 marks)

Getting Started Guide, pp.36–37.

Level	16-mark questions	Mark
	No rewardable material.	0
1	<ul style="list-style-type: none"> A simple or generalised answer is given, lacking development and organisation. [AO2] Limited knowledge and understanding of the topic is shown. [AO1] The overall judgement is missing or asserted. [AO2] 	1–4
2	<ul style="list-style-type: none"> An explanation is given, showing limited analysis 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 some knowledge and understanding of the period. [AO1] The overall judgement is given but its justification is asserted or insecure. [AO2] 	5–8

Level	16-mark questions	Mark
3	<ul style="list-style-type: none"> An explanation is given, showing some analysis, 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 good knowledge and understanding of the required features or characteristics of the period studied. [AO1] The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] <p><i>Maximum 11 marks for answers that do not address three or more aspects of content.</i></p>	9–12
4	<ul style="list-style-type: none"> An analytical explanation is given which is directed consistently 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 precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] <p><i>No access to Level 4 for answers that do not address three or more aspects of content.</i></p>	13–16

- (c) (i) 'After the death of Edward the Confessor, Edgar the Aethling had the strongest claim to the throne.'

How far do you agree? Explain your answer.

(16)

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

- family connection between Edward and Edgar
- House of Godwin

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



Exemplar response 4

Anglo-Saxon and Norman England Q1c(i) (2024)

I ~~§~~ agree ~~with~~ that Edgar ~~ea~~ had the strongest claim to the throne to an extent. This is because Edgar was Edwards great nephew meaning he was a blood relative of the late king. This strengthened his claim to the throne. Also his father was promised the crown before he died meaning that he would have been the natural heir anyway.

However Edgar was only 15 and lacked experience and support making him ~~an~~ look less promising compared to the 3 other claimants. Harold Godwinson had previously been Edwards chancellor and reigned while Edward was on a religious break. These all strengthened his main claim that Edward left the crown to Harold on his deathbed, which was backed by anglo-saxon chronicles.

Also another claimant to the throne was



Harald Hadrada. Hadrada was a ~~vici~~ strong viking warrior whose claim was based on a previous claim made to his father - like Edgar, but instead the crown was given to Edward the confessor. So when the English crown came up for grabs again Harald felt he should reinstate what ~~his~~ was stolen from his father. This suggests that maybe Harald should have had the throne due to his father being denied the crown.

Lastly the the strongest claimant in my opinion was William the conqueror. He was previously Duke of Normandy and claimed that Edward ~~prayed~~ swore on religious menarchy that William would be crowned king. William had a lot of support behind his claim including the pope. This implied that God was on his side. As religion was huge during the anglo-saxon period having a religious figure on ^{Williams} ~~your~~ side was an important part ~~that~~ of why his claim was so strong.



Anglo-Saxon and Norman England Q1c(i) (2024) – indicative content in mark scheme

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.

Relevant points which support the statement may include:

- As a member of the Saxon royal family, Edgar's claim was strongest; as Edward's great-nephew, he had the closest blood tie to the king.
- Edgar's family connection to Edward was reflected in the name 'Aethling' given to him, which meant 'throne-worthy', showing that many regarded him as worthy of the role of monarch.
- Edgar's claim was strong as, for much of his childhood, he had been brought up by Edward and his wife Edith, with many regarding Edgar as Edward's adopted son.

Relevant points which counter the statement may include:

- Harold Godwinson had a strong claim to the throne; Edward had nominated Harold, who came from the powerful House of Godwin and had shown military success against Wales.
- William, Duke of Normandy's claim was strong as he maintained that, in exchange for supporting Edward against a rebellion from Earl Godwin, Edward had promised him the throne. William also had the support of the Pope who claimed that Harold's coronation was unlawful.
- Harald Hardrada's claim to the throne was strong as he was a powerful warrior and argued that his father, Magnus, had been promised the throne by Harthacnut, the son of a previous king.
- Edgar's position was weak as he was only 14 years old in 1066, he had no wealth, no army and no military experience at a time when England needed a 'warrior-king'.
- The weakness of Edgar's claim was reflected in the Witan's decision to favour Harold Godwinson. The decision reflected the needs of England at a time when there were threats of invasion from both Norway and Normandy.



Activity 2: use the mark scheme on p.8 above to form a 'best-fit' judgement as to the Level and mark for Exemplar response 5 below.

Exemplar response 5

Anglo-Saxon and Norman England Q1c(i) (2024)

I partly agree ~~to this~~ with this statement because Edgar was infact related to Edward the confessor meaning he should have the strongest claim to the throne. But Edgar isn't of ~~1~~ age to be ruling a country, therefore because Edward had no ~~hi~~ children of his own he promised the throne to Harold Godwinson.

I do agree with this statement because Edgar is the only claim to the throne that is related to Edward the Confessor. Harold Godwinson took over as king when he had no real relation with Edward the Confessor or a proper connection to him. The Godwinson family were extremely wealthy and were Earls, so Harold ~~it~~ was already high on the hierarchy and had alot of land. It was known that the Godwinsons infact had more land than the king.

I disagree with this statement because although Edgar was blood related there were many reasons why he wasn't the strongest claim to the throne.



Firstly he was too young and wouldn't have been able to properly control a country and if Edward the Confessor had already promised the throne to Harold Godwinson then it should be seen as he had the strongest claim to the throne.



Period Study

Exemplar response 6

Q1 Explain a consequence of (2 marks)

Superpower Relations and the Cold War Q1, mock papers adapted from 2024

Question		
1(a)		Explain one consequence of the Prague Spring (Czechoslovakia, 1968). Target: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 2 marks. AO1: 2 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none">Simple or generalised comment is offered about a consequence. [AO2]Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	3–4	<ul style="list-style-type: none">Features of the period are analysed to explain a consequence. [AO2]Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]

Consequence 1:

One consequence of Prague Spring was that because of that the Soviet Union was now able to invade other countries apart of East European Europe/ blocs if there was a threat to Communism. This was because the such as, uprising and protests anything out of line mean of Communism Soviet Communism meant the doctrine could meant that if Soviet Union could invade if he felt there was a threat to both ideology Communism other countries apart of Soviet Union left to Soviets communism and joined China's communism this caused a split.

Consequence 2:



Superpower Relations and the Cold War Q1 (2024) – indicative content in mark scheme

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:

- Dubcek's reforms encouraged opposition to communist rule in Czechoslovakia with the formation of the Social Democrat political party, which wanted even more reform.
- The Soviets and other eastern European governments, concerned that Czechoslovakia might leave the Warsaw Pact and allow NATO to expand, sent troops into Prague and removed Dubcek from power.
- Soviet fears of any further challenges to communist rule led to the Brezhnev Doctrine, which stated the USSR's right to intervene in its satellite states if events were seen to threaten the security of the Eastern Bloc.
- The Soviet invasion was met with protests from the West, especially from the USA and Britain, but without any direct military support for Czechoslovakia.

Activity 3: use the mark scheme on p.14 above to form a 'best-fit' judgement as to the Level and marks for Exemplar responses 7 and 8 below.

Exemplar response 7

Superpower Relations and the Cold War Q1 (2024)

1 Explain **two** consequences of the Prague Spring (Czechoslovakia, 1968).

Consequence 1:

Dubcek's leadership meant that Czechoslovakia tried to rebel against the USSR's ideology, resulting in a Russian military march in Prague, causing the USSR to advocate its power and controlling abilities to the world, highlighting the strengths of communism.



Exemplar response 8

Superpower Relations and the Cold War Q1 (2024)

Consequence 2:

Another consequence is that ~~the~~ it highlighted USA as weak, due to the fact they didn't aid chechoslovakia when faced with communist difficulties, despite the promises of Truman in the Truman doctrine stating that USA will aid any communist countries who want to fight against communism.



Exemplar response 9

Q2 Writing an analytical narrative (8 marks)

The American West Q2 (2024)

2 Write a narrative account analysing the key events of the Donner Party expedition.

(8)

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

- shortcut
- snow blizzards

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none">• A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2]• Limited knowledge and understanding of the events is shown. [AO1]
2	3–5	<ul style="list-style-type: none">• A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2]• Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1]
3	6–8	<ul style="list-style-type: none">• A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2]• Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1] <p><i>No access to Level 3 for answers which do not address three or more aspects of content.</i></p>



The Donner Party started their expedition off with their wagons and set off through the mountains. During the expedition, they ended up taking a short cut which hadn't yet been taken. As a result of this, they ended up getting caught up in snow blizzards and this caused many of the Donner Party to die. Some of the remaining few survived for a while by resorting to cannibalism and eating the deceased members of the Donner Party in order to survive.

The American West Q2 (2024) – indicative content in mark scheme

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:

- A group of 300 migrants, led by the Donner brothers, left Missouri for California using the Oregon Trail in May 1846.
 - The party split into two separate groups at the Little Sandy River, with 88 joining the Donners, who were keen to take a shortcut they had read about in a book by Lansford Hastings.
 - Hastings, who was guiding another group, had left a note for them to follow a new trail, however it was not easy to follow due to twisted paths and the fact it had not been marked out the same way the Oregon Trail had been.
 - Arriving at the Great Salt Lake Desert, the expedition believed Hastings claims that it would take only two days to cross, but instead it took nearly a week.
 - The group had started to cross the Sierra Nevada mountains by the end of October, when they were caught in snow blizzards and trapped on the mountain.
-
- Some members left to get help, those remaining started to die of starvation, resorting to eating the dead to survive, until they were rescued the following February, with only half left alive.



Activity 4: use the mark scheme on p.17 above to form a 'best-fit' judgement as to the Level and mark for Exemplar response 10 below.

Exemplar response 10

The American West Q2 (2024)

Firstly, the Donner Party was lead by two cowboys aiming to cross the rocky mountains and reach the west. At this point, the Oregon trail wasn't completely mapped out yet and some places were unknown. This party unfortunately didn't contain many skilled craftsman and mainly included women and children. The group reached the Rocky Mountains later than they were scheduled to and decided that a group of them would take a shortcut not mapped out, but spoke off, that would reduce the length of the journey by around 800 km. As a result of them being late, the harsh winter ~~months~~ months provided ~~an~~ awful snow blizzards that the group were trapped in. As a result of this, many wagons broke and oxen died leaving them stranded in the peaks of the rocky mountains. Once they had ate all their food they had no choice but to eat their dead friends. Many didn't survive and the rescue party sent out took 32 days to reach them,

and by that time, pretty much none survived.



Q3 Explanation of importance (8 + 8 marks)

British America Q3 (2024)

3 Explain **two** of the following:

- The importance of the French and Indian War (1754–63) for relations between the American colonists and the British.

(8)

- The importance of Pontiac's Rebellion (1763–64) for relations with the Native Americans.

(8)

- The importance of the Declaration of Independence (1776) for the revolution in the American colonies.

(8)

(Total for Question 3 = 16 marks)

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none">• A simple or generalised answer is given, showing limited development and organisation of material. [AO2]• Limited knowledge and understanding of the topic is shown. [AO1]
2	3–5	<ul style="list-style-type: none">• An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2]• Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]
3	6–8	<ul style="list-style-type: none">• An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2]• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]



British America Q3 (2024) – indicative content in mark scheme

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 importance of the French and Indian War (1754–63) for relations between the American colonists and the British.

Relevant points may include:

- To help win the war, the British raised the number of British regulars, which increased tension with the colonists who disliked the additional military presence.
- The increase in the number of British troops led to tension over the cost of the war, as the British expected the colonists to help fund the extra troops.
- The establishment of colonial army units for the war meant that various immigrant groups within the colonies began to see themselves as a united force, rather than an extension of the British army.
- The British victory meant the colonists felt more secure with the threat of the French reduced, resulting in less willingness to accept British regulations.



Exemplar response 11

British America Q3 (2024)

The French and Indian war was important as it emphasised declining relations between colonists and the British. One reason for this was the lack of control that colonial officers had. Despite William Pitt's efforts from 1757 to improve the position of colonial officers, many colonists felt that they didn't have enough independence and power over the outcome of war, therefore resented the British. Another reason relations between ~~with~~ colonists and the British declined was the price of the French and Indian war. British people paid higher taxes to fund the war, and they argued that they shouldn't as it had no effect on them. On the other hand, colonists argued 'no taxation without representation' and wanted more power to govern themselves. This meant that both Brits and colonists resented each other and this was important for declining relations between them.



Activity 5: use the mark scheme on p.20 above to form a 'best-fit' judgement as to the Level and mark for Exemplar response 12 below.

Exemplar response 12

British America Q3 (2024)

~~Native~~ The French and Indian War 1754-63 strained relations between American colonists and the British. This was due to the territorial disputes ~~between~~ over land and forts, also involving the French. ~~the~~ This led to the strained relations between the American colonists and British, because Fort Pitt was captured by ~~the~~ the British in 1764, and the introduction of William Pitt as the new British prime minister, and General Wolfe as ~~the~~ an army trainer made the British stronger. This meant that the previously strained relations got worse as the ^{colonists} ~~Native Americans~~ already felt as though the British were taking advantage of them and their ~~the~~ land. This was significant as it led to further disputes between colonists and the British. The British were already taxing colonists too highly, damaging trade relations

which led to the Boston Massacre and Boston Tea Party in 1773. The French-Indian War gave colonists an incentive to want to gain more control, which the British had taken. During the French-Indian War, the British not only took Fort Pitt, and other forts, but had the bloody run and the battle of Bushy run ~~of~~ over further territorial disputes.



Levels/marks awarded on exemplar answers

NB The British depth study question numbering below is from the summer 2024 series, not the new numbering in place from 2025.

British depth study

Exemplar answer 1 – Richard and John Q1a (2024)	2 marks
Exemplar answer 2 – Early Elizabethan England Q1b (2024)	Level 4, 16 marks
Exemplar answer 3 – Anglo-Saxons and Normans Q1b (2024)	Activity 1 Level 2, 5 marks
Exemplar answer 4 – Anglo-Saxons and Normans Q1ci (2024)	Level 3, 11 marks
Exemplar answer 5 – Anglo-Saxons and Normans Q1ci (2024)	Activity 2 Level 2, 7 marks

Period study

Exemplar answer 6 – Superpower relations Q1 (2024)	Level 2, 4 marks
Exemplar answer 7 – Superpower relations Q1 (2024)	Activity 3 Level 2, 3 marks
Exemplar answer 8 – Superpower relations Q1 (2024)	Activity 3 Level 1, 2 marks
Exemplar answer 9 – American West Q2 (2024)	Level 2, 4 marks
Exemplar answer 10 – American West Q2 (2024)	Activity 4 Level 3, 8 marks
Exemplar answer 11 – British America Q3 (2024)	Level 3, 7 marks
Exemplar answer 12 – British America Q3 (2024)	Activity 5 Level 2, 4 marks

Finding support on the Edexcel website

Bookmark this useful '[cheat sheet](#)' – it contains information on all the free support materials available on the website to help you deliver GCSE History.

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

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History
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Phone: +44 (0) 344 463 2535 (Teaching Services team)
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Sign up to receive regularly on subject advisor updates here.
A spreadsheet is provided for each piece of support. Some links are already in your file, some are in the webpage or spreadsheet 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 version are Issue 2 (for 2025) and Issue 6 (for 2026).
Specimen papers	An extra set of specimen papers to exemplify the GCSE (9-1) History assessment material. (Not available for 2025-26 changes)
Practical work, mark schemes and assessment reports	For every series since 2016. The assessment reports include exemplar student answers with examiner comments. An Accessed Online login is required to access files with a server patch. Check with your exam officer if you can't open them.
Guidance Manual	An overview of the specification, so help you get to grips with the content and assessment requirements. Updated June 2024 up to June 2026 of the specification.
Summary of changes to the specification for 2025 and 2026	Overview of changes to the specification for 2025 and 2026, including a table summarising the content changes for 2026.
Content changes for 2026	Guidance for each section on the changes being made to the content for Issue 6 of the specification (first assessment June 2026), the FAQs .

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