

GCSE History

Paper 2 marking training



Welcome to this Professional Development Course

Welcome to this Paper 2 marking training session.

This session will provide marking training for the Paper 2 British Depth Study and Period 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.

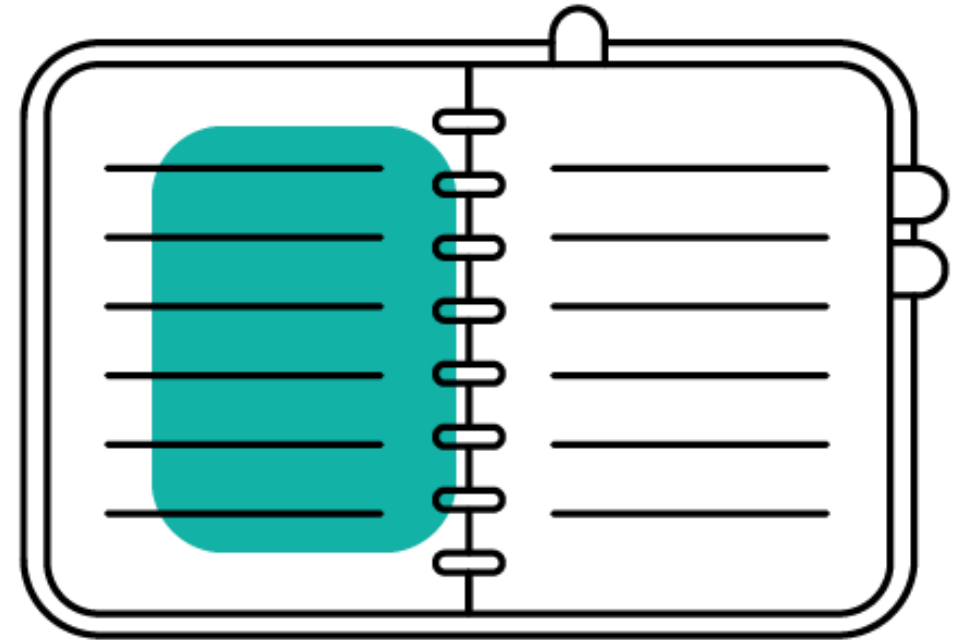
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Agenda

In this session we are going to look at:

- refreshing your understanding of the Paper 2 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%) with 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 2B

British Depth Study

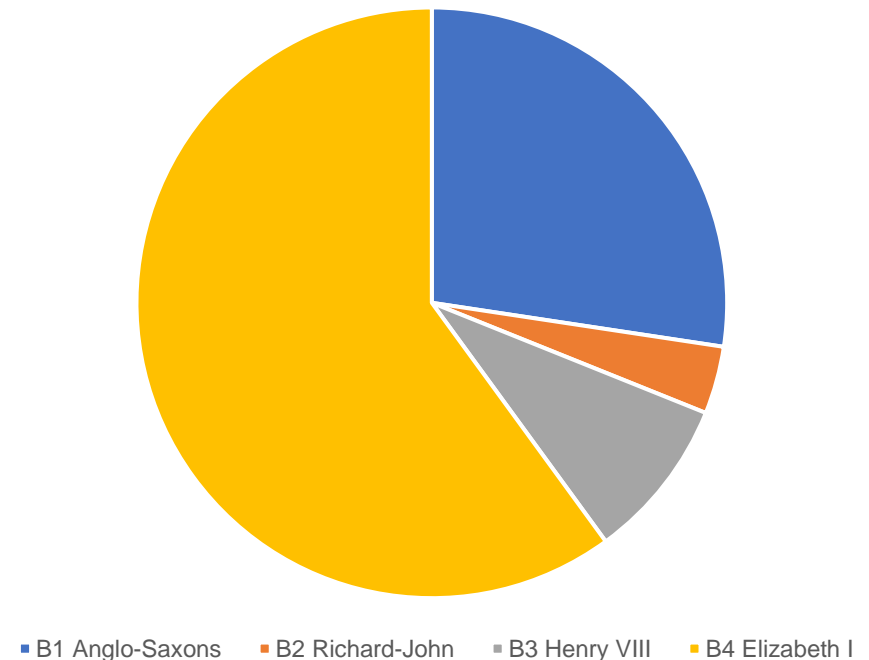


British Depth Study options

- B1 – Anglo-Saxon and Norman England
- B2 – King Richard I and King John
- B3 – Henry VIII and his ministers
- B4 – Early Elizabethan England

Early Elizabethan England and **Anglo-Saxons and Normans** remain the most popular options (87% of British depth study entries).

Paper 2B entries, 2024



Assessment Overview and Objectives – Paper 2B

Q	Total marks	AO	Question description	Example question stem
			British Depth Study	
1a	2	AO1	Describe a feature	Describe one feature of...
1b	2	AO1	Describe a feature	Describe one feature of...
2	12	AO1/ AO2	Explanation of causation	Explain why... + two stimulus points
3/4	16	AO1/ AO2	Judgement relating to second-order historical concept(s)	'Statement.' How far do you agree? Explain your answer. + two stimulus points

Assessment: British Depth Study



Q1: Describe a feature (2 marks)

Question stem:

Describe a feature of... (2 marks)

Question	
1 (a)	<p>Describe one feature of the feudal system.</p> <p>Target: Knowledge of key features and characteristics of the period. AO1: 2 marks.</p>
Marking instructions	
<p>Award one mark for a valid feature identified. The second mark should be awarded for supporting information.</p> <p>e.g.</p> <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> <p>Accept other appropriate features and supporting information.</p>	

Q1: Describe a feature (2 marks)

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: 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 strand 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 level 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)

(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.

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:

- 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.

- 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)

Another reason why the Spanish Armada was defeated was because of the Spanish weakness. 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 over 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 at Cadiz (known as the Singing of the King's beard) he destroyed barrels meaning that Spain had to use wooden barrels that got destroyed, meaning that it was doomed from the start, causing its defeat.

Red underline = AO2 analysis
Blue underline = AO1 knowledge

Q2: Marking activity



Activity 1

- Form a 'best-fit' judgement as to the level for Q2 Exemplar response 3.
- Complete Poll 1.
- Delegate booklet:
 - p.2 (mark scheme)
 - p.7 (question and indicative content)
 - p.8 (exemplar response)

Q3/4: Judgement (16 marks)

Question stem:

‘Statement.’ How far do you agree? Explain your answer.

+ two stimulus points

Level	16-mark questions	Mark
	No rewardable material.	0
1	<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] The overall judgement is <u>missing or asserted</u>. [AO2] 	1–4
2	<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] The overall judgement is given but its justification is <u>asserted or insecure</u>. [AO2] 	5–8

Level	16-mark questions	Mark
3	<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] The overall judgement is given with <u>some justification</u>, 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 <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] Criteria for the required judgement are <u>justified and applied</u> 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

‘Best-fit’ marking Q3/4

- Consider each strand separately, in the order they are presented in the mark scheme.
- Look first at the first AO2 strand 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.
- Finally, consider the second AO2 strand of the mark scheme – **judgement** – the two AO2 strands are considered separately.
- 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 L3 + L2 + L1.

Q3/4: Judgement (16 marks)

- (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.

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.

(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.

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.

Q3/4: Judgement (16 marks)

Red underline = AO2 analysis
Blue underline = AO1 knowledge
Green = AO2 judgement

I ~~1~~ agree ~~with~~ that Edgar ~~is~~ 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 cronicals.

Also another claimant to the throne was

Harald Hadrada. Hadrada was a ~~very~~ 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~~ 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 ~~is~~ of why his claim was so strong.

Q3/4: Marking activity



Activity 2

- Form a 'best-fit' judgement as to the level and mark for Qc(i) Exemplar response 5.
- Complete Poll 2.
- Delegate booklet:
 - p.9 (mark scheme)
 - p.12 (indicative content)
 - pp.13–14 (exemplar response)

Paper 2P

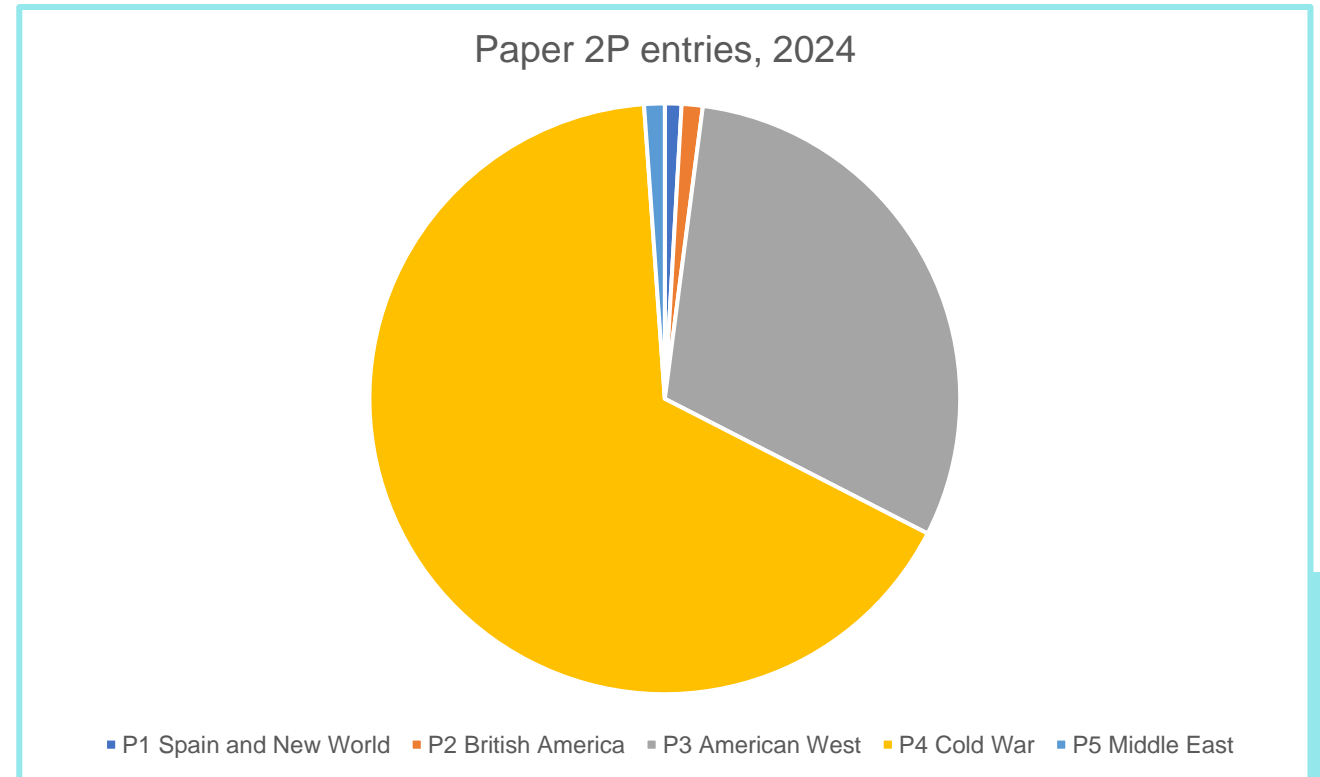
Period Study



Period Study options

- P1 – Spain and the New World
- P2 – British America
- P3 – The American West
- P4 – Superpower relations
- P5 – Middle East

Superpower relations and **American West** account for 97% of Period study entries.



Assessment Overview and Objectives – Paper 2

Q	Total marks	AO	Question description	Example question stem
			Period Study	
1a	4	AO1/ AO2	Explanation of a consequence	Explain one consequence of ...
1b	4	AO1/ AO2	Explanation of a consequence	Explain one consequence of ...
2	8	AO1/ AO2	Writing an analytical narrative	Write a narrative account analysing the key events of ... + two stimulus points
3	8 + 8	AO1/ AO2	Explanation of importance	Explain two of the following: - The importance of X for Y - The importance of X for Y - The importance of X for Y

Assessment: Period Study



Q1: Explanation of a consequence (4 marks)

Question stem:

Explain **one** consequence of ... (4 marks)

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">• <u>Simple or generalised comment</u> is offered about a consequence. [AO2]• Generalised information about the topic is included, showing <u>limited knowledge</u> and understanding of the period. [AO1]
2	3–4	<ul style="list-style-type: none">• Features of the period are analysed to <u>explain a consequence</u>. [AO2]• Specific information about the topic is added to support the explanation, showing <u>good knowledge</u> and understanding of the period. [AO1]

'Best-fit' marking Q1

- Consider each strand separately.
- Look first at the AO2 strand of the mark scheme, considering the quality of the explanation in response to the specific question asked.
- Then consider AO1 and how well that explanation 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.

Q1: Explanation of a consequence (4 marks)

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 Eastern Europe / block if there was a threat to communism. This was because as such as, uprising and protests anything out of line ~~near~~ of ~~communism~~ Soviet Communism ~~present~~ the doctrine could mean 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:

Q1: Explanation of a consequence (4 marks)

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.

Q1: marking activity



Activity 3

- Form a 'best-fit' judgement as to the level and mark for Q1 Responses 7 and 8.
- Complete Poll 3 (Exemplar response 7) and Poll 4 (Exemplar response 8).
- Delegate booklet:
 - p.15 (mark scheme)
 - p.16 (indicative content)
 - pp.16–17 (exemplar responses)

Q2: Writing an analytical narrative (8 marks)

Question stem:

Write a narrative account analysing the key events of ...

+ two stimulus points

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none">• A <u>simple or generalised narrative</u> is provided; the account shows limited analysis and organisation of the events included. [AO2]• <u>Limited knowledge</u> and understanding of the events is shown. [AO1]
2	3–5	<ul style="list-style-type: none">• A narrative is given, showing <u>some organisation of material into a sequence of events leading to an outcome</u>. 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 <u>some knowledge</u> and understanding of the events. [AO1]
3	6–8	<ul style="list-style-type: none">• A narrative is given which <u>organises material into a clear sequence of events leading to an outcome</u>. The account of events analyses the linkage between them and is coherent and logically structured. [AO2]• Accurate and relevant information is included, showing <u>good knowledge</u> 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>

'Best-fit' marking Q2

- Consider each strand separately.
- Look first at the AO2 strand 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: Writing an analytical narrative (8 marks)

- 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.

Q2: Writing an analytical narrative (8 marks)

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.

Red underline = AO2
Blue underline = AO1

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:

- 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.

- Indicates possible but not required content.
- Gives more possibilities than students are likely to provide.

Q2: marking activity



Activity 4

- Form a 'best-fit' judgement as to the level and mark for Q2 Exemplar response 10.
- Complete Poll 5.
- Delegate booklet:
 - p.18 (mark scheme)
 - p.19 (indicative content)
 - p.20 (exemplar response)

Q3: Explanation of importance (8+8 marks)

Question stem:

Explain two of the following:

- The importance of X for Y
- The importance of X for Y
- The importance of X for Y

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

‘Best-fit’ marking Q3

- Consider each strand separately.
- Look first at the AO2 strands of the mark scheme, considering the quality of the explanation of importance in response to the specific question asked.
- Then consider AO1 and how well that explanation 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.

Q3: Explanation of importance (8+8 marks)

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)

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.

Q3: Explanation of importance (8+8 marks)

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 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.

Red underline
= AO2 analysis
Blue underline
= AO1 knowledge

Q3: marking activity



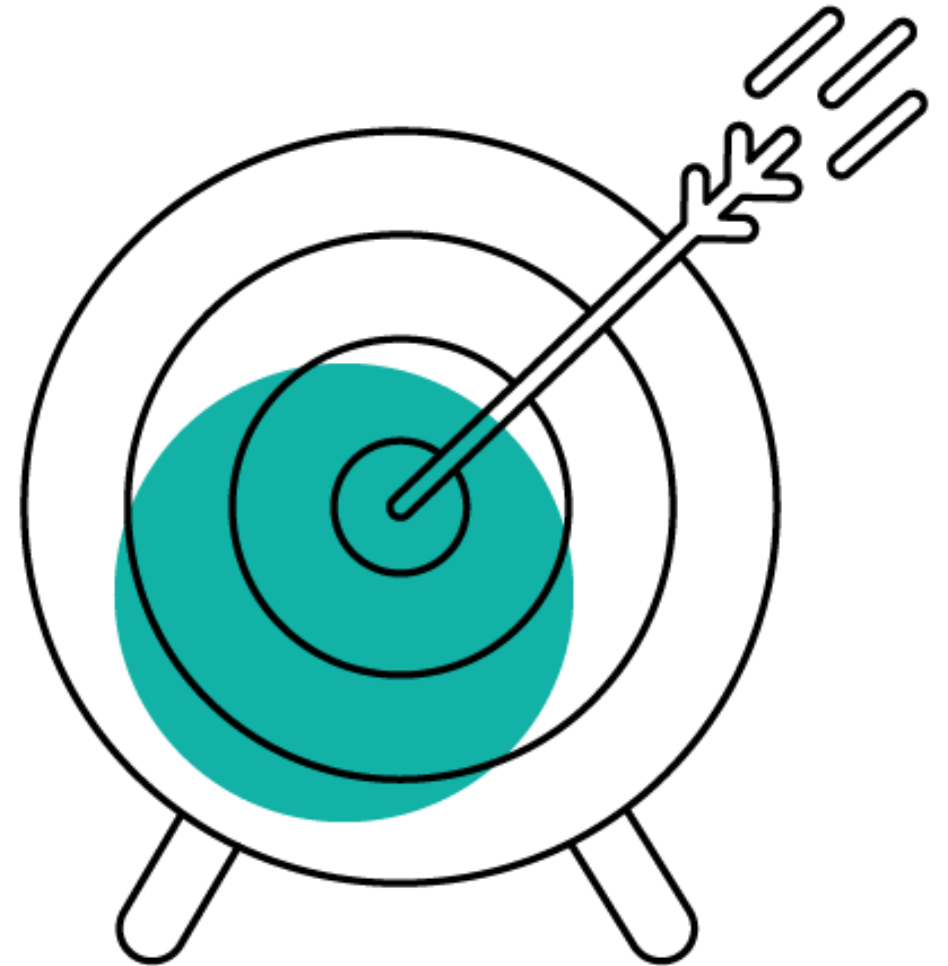
Activity 5

- Form a 'best-fit' judgement as to the level and mark for Q3 Exemplar response 12.
- Complete Poll 6.
- Delegate booklet:
 - p.21 (mark scheme)
 - p.22 (indicative content)
 - p.24 (exemplar response)

Summary – Paper 2 marking training

In this session we looked at the following objectives:

- refreshing your understanding of the Paper 2 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
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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.

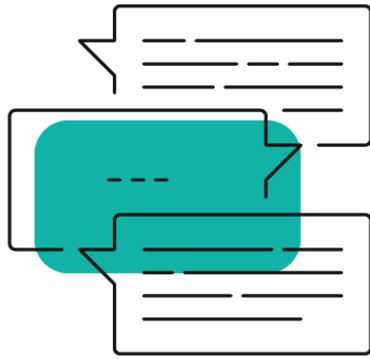
Support materials	Details
Specification and sample assessment materials	The starting point for information on content and assessment in GCSE (9–1) History. The current versions are Issue 5 (for 2025) and Issue 6 (for 2026).
Specimen papers	An extra set of practice papers to exemplify the GCSE (9–1) History 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.



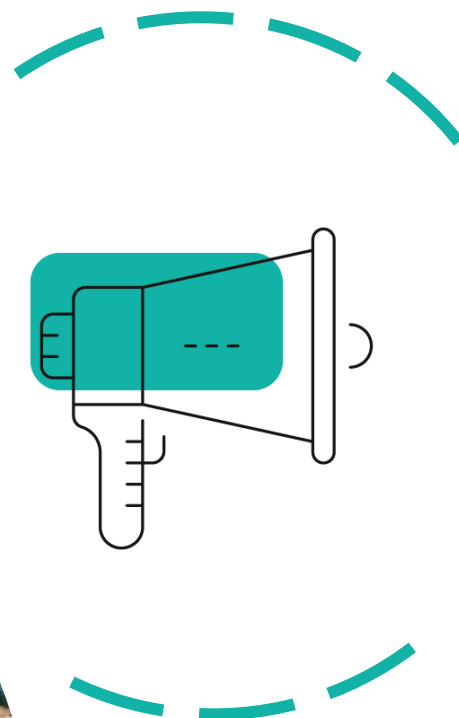
Find the Subject Advisor for your area [here](#) and sign up to receive regular updates from your Subject Advisor on qualification news and support for your subject [here](#).



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For more professional development courses please see Pearson's [Professional Development Academy](#)





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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