

# Getting Started Guide



**GCSE (9-1) History**

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in History (1HI0)

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# 1. Introduction

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This Getting Started guide provides an overview of the new GCSE History specification, to help you get to grips with the changes to content and assessment, and to help you understand what these mean for you and your students.

We are providing a package of support to help you plan and implement the new specification.

- A course planner and schemes of work that you can adapt to suit your department to help with planning.
- Topic booklets for every topic in the new specification to help you get up to speed with new areas.
- Additional specimen papers so that you can get to grips with the format of the new papers and the level of demand as quickly as possible, and have extra papers to use with students in preparing for the exams.
- Student exemplar answers with examiner commentary.

These support documents will be available on the GCSE History (9–1) 2016 pages: [www.edexcel.com/gcsehistory16](http://www.edexcel.com/gcsehistory16)

We're also working with publishers to ensure that there will be published resources available for every topic.

## 2. What's changed?

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### 2.1 What are the changes to the GCSE qualification?

GCSE History specifications are changing for first assessment 2018: these changes therefore apply to two-year courses from 2016 and three-year courses from 2015.

- There will be a new 9–1 grading system, with 9 being the top level (see page 51).
- There will be no coursework or controlled assessment component: all assessment will be through external examinations.
- There will be a fully linear structure, with all exams sat at the end of the course.
- GCSE History continues to be untiered. There will be tiers in only a small number of subjects, such as Maths.

#### Changes to content requirements for GCSE History specifications

The content requirements for GCSE History specifications have been revised by the Department for Education and Ofqual. All awarding organisations' specifications for GCSE History in England must meet these requirements.

GCSE History (9–1) specifications must include the following five elements:

- a thematic study spanning medieval, early modern and modern history
- a period study covering at least 50 years
- a British depth study **and** a non-British depth study from different eras (modern, early modern and medieval)
- a study of the historic environment.

Students will be required to study at least 40% British history: this is an increase from the previous requirement of 25%.

#### Changes to Assessment Objectives

The GCSE History Assessment Objectives have been revised and there are now four objectives, given in the table below.

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

\* The second-order historical concepts referred to in AO2 are: change, continuity, causation, consequence, significance, similarity and difference.

What was previously AO3 has now been divided into two separate objectives, one for analysis and evaluation of sources contemporary to the period (new AO3) and one for later interpretations (new AO4). This means that 15% of the assessment must be allocated to historical interpretations. The requirement for 'why interpretations may differ' in AO4 is also new in these objectives.

## 2. What's changed?

Ofqual's GCSE Subject Level Guidance for History provides the following definitions: **'Sources' (contemporary to the period)** means 'primary sources or sources that in either their origin and/or their authorship are contemporary to the period studied. This could also include contemporary evidence that is collected and presented at a later date, for example raw data'.

An **'interpretation'** is 'an attempt to portray and/or make meaning of the past using evidence, that is, a deliberate construct created after the event(s). This can include both academic and non-academic interpretations.

## 2.2 Changes to Edexcel GCSE History

### One Edexcel GCSE History (9–1) specification

From 2016, we are offering a single Edexcel GCSE History specification, which draws on the best of our previous Modern World and Schools History Project specifications. The changes to the requirements for GCSE History (section 2.1) mean that it is no longer necessary to have two different specifications: wholly Modern World courses would no longer be possible – given the requirements for the thematic study and a pre-modern depth study – and even current SHP specifications would not meet the new requirements. Having one specification allows us to bring together the best of current Modern World and SHP specifications, and to provide more choice and flexibility.

### Specification overview

There are three papers. Within each paper, there is a choice of options. There are no forbidden combinations. The British requirement is met through the thematic study and historic environment (Paper 1) and the British depth study (Paper 2).

Paper 1: Thematic study and historic environment	30%	Thematic study (20%) <i>with</i> Historic environment (10%)	Crime and punishment in Britain, c1000–present <i>with</i> Whitechapel, c1870–c1900: crime, policing and the inner city Medicine in Britain, c1250–present <i>with</i> The British sector of the Western Front, 1914–18: injuries, treatment and the trenches Warfare and British society, c1250–present <i>with</i> London and the Second World War, 1939–45
Paper 2: Period study and British depth study	40%	British depth study (20%)	Anglo-Saxon and Norman England, c1060–88 The reigns of King Richard I and King John, 1189–1216 Henry VIII and his ministers, 1509–40 Early Elizabethan England, 1558–88
		Period study (20%)	Spain and the 'New World', c1490–c1555 British America, 1713–83: empire and revolution The American West, c1835–c1895 Superpower relations and the Cold War, 1941–91 Conflict in the Middle East, c1945–95
Paper 3: Modern depth study	30%	Modern depth study (30%)	Russia and the Soviet Union, 1917–41 Weimar and Nazi Germany, 1918–39 Mao's China, 1945–76 The USA, 1954–75: conflict at home and abroad

## 2. What's changed?

### Constructing a coherent course

Options have been selected that will meet the DfE criteria and, at the same time, allow conceptual, geographical, period and thematic links to be made across a course of study. Some examples are given in Appendix 2 of the specification, showing links that exist between different parts of the course. Additionally, the separate document 'GCSE History (9–1): constructing a course' provides a range of further suggestions.

### Changes to specification content

The specification provides much continuity of content with the 2009/2013 Edexcel History A and History B specifications, as well as offering several new areas of content. The following topics are new for this specification:

- Anglo-Saxon and Norman England, c1060–88
- The reigns of King Richard I and King John, 1189–1216
- Henry VIII and his ministers, 1509–40
- Early Elizabethan England, 1558–88
- Spain and the 'New World', c1490–c1555
- British America, 1713–83: empire and revolution
- Conflict in the Middle East, c1945–95.

The tables below show where there is continuity with the previous specifications. The examined options for each 2013 specification are considered first, followed by the former Controlled Assessment options.

### Continuity with 2013 Edexcel History A (Modern World) specification

2013 Edexcel A specification	2016 specification
Unit 1 International Relations: The Era of the Cold War 1943–1991	Centres wishing to continue teaching the Cold War can choose the period study <b>Superpower relations and the Cold War, 1941–91</b> .
Unit 2A Germany 1918–39 Unit 2B Russia 1914–39 Unit 2C The USA 1919–41	Centres wishing to continue teaching <b>Weimar and Nazi Germany, 1918–39</b> or <b>Russia and the Soviet Union, 1917–41</b> can opt for these modern depth studies in Paper 3. The USA 1919–41 does not appear in the new specification.
Unit 3A War and the transformation of British society c1903–28 Unit 3B War and the transformation of British society c1931–51 Unit 3C The transformation of British society c1951–79 [2009 specification: Unit 3C A divided union? The USA 1945–70]	<p>With the new content requirements, the British and non-British depth studies must come from different eras. To meet this requirement, all British depth studies are either medieval or early modern, and the non-British depth studies are modern. There are therefore no longer modern British depth studies. However, students study modern British history as part of the thematic study, and the historic environment provides the opportunity to look at an aspect of modern British history in depth.</p> <p>There is some overlap between 3A Key Topic 2 on the Western Front and the historic environment in the new specification on the <b>Western Front, 1914–18: injuries, treatment and the trenches</b>; and between 3B Key Topic 3 on the Blitz and the historic environment in the new specification on <b>London and the Second World War, 1939–45</b>.</p>



## 2. What's changed?

	Centres wishing to teach the USA 1945–70 will find much of this content in the new option <b>The USA, 1954–75: conflict at home and abroad</b> .
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### Continuity with 2013 Edexcel History B (SHP) specification

2013 Edexcel B specification	2016 specification
Unit 1A Medicine and public health in Britain c50AD to the present day Unit 1B Crime and punishment in Britain c50AD to the present day Unit 1C The changing nature of warfare in Britain c50AD to the present day	All three development studies from the SHP specification have been brought across to the new specification as thematic studies. The starting dates are now later, and the historic environment is nested within the thematic study. <b>Crime and punishment in Britain, c1000–present</b> and Whitechapel, c1870–c1900: crime, policing and the inner city <b>Medicine in Britain, c1250–present</b> and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches <b>Warfare and British society, c1250–present</b> and London and the Second World War, 1939–45
Unit 2A The transformation of British society c1815–c1851 Unit 2B The American West c1845–c1890 Unit 2C Germany 1918–45	The transformation of British society is no longer available as a depth study. Centres wishing to continue teaching the American West can choose <b>The American West, c1835–c1895</b> in the period studies, and those wishing to continue teaching Germany can choose <b>Weimar and Nazi Germany, 1918–39</b> as a modern depth study.
Unit 3A: The transformation of surgery c1845–c1918 Unit 3B: Protest, law and order in the twentieth century Unit 3C: The impact of war on Britain c1903–1945	These are no longer discrete options in the new specification. However, aspects of surgery have been incorporated into <b>Medicine in Britain, c1250–present</b> and the impact of war on Britain is part of <b>Warfare and British society, c1250–present</b> and <b>London and the Second World War, 1939–45</b> .



## 2. What's changed?

### Continuity with 2013 Edexcel History A and B Unit 4 Controlled assessment

2013 Edexcel A and B specifications	2016 specification
CA1: Germany 1918–39	Modern depth study <b>Weimar and Nazi Germany, 1918–39</b>
CA2: Russia and the USSR 1917–39	Modern depth study <b>Russia and the Soviet Union, 1917–41</b>
CA3: USA 1919–41	<i>No longer offered</i>
CA4: China 1945–76	Modern depth study <b>Mao's China, 1945–76</b>
CA5: Vietnam c1950–75	Incorporated into the modern depth study <b>The USA, 1954–75: conflict at home and abroad</b>
CA6: Civil rights and protest in the USA 1945–70	Incorporated into the modern depth study <b>The USA, 1954–75: conflict at home and abroad</b>
CA7: The Indian subcontinent: the road to independence 1918–47	<i>No longer offered</i>
CA8: Crime, policing and protest in England c1886–c1926	Some overlap with later parts of the thematic study <b>Crime and punishment in Britain, c1000–present</b> and its historic environment <b>Whitechapel, c1870–c1900: crime, policing and the inner city</b>
CA9: Northern Ireland c1968–99	<i>No longer offered</i>
CA10(L): The impact of war on Britain c1914–45	Some overlap with later parts of the thematic study <b>Warfare and British society, c1250–present</b> and its historic environment <b>London and the Second World War, 1939–45</b>
CA11: Change in British society 1951–79	<i>No longer offered</i>
CA12: Power and political transformation in Britain 1970–90	<i>No longer offered</i>
CA13: The causes of the Great War c1882–1914	<i>No longer offered</i>
CA14L: History around us — a local community	<i>No longer offered</i>
CA15L: The medieval castle — a thematic study	Some overlap with aspects of the British depth study <b>Anglo-Saxon and Norman England, c1060–1088</b> .

The separate topic booklets for each topic in the new specification provide more detailed guidance on changes to individual topics from the previous specifications.

## 3. Content guidance

Detailed guidance on individual topics is given in the separate topic booklets. This section provides an overview of each element of the new specification and the options that are available.

### 3.1 Thematic studies

The thematic studies are designed to meet the following DFE criteria:

Thematic studies should require students to understand change and continuity across a long sweep of history, including the most significant characteristics of different ages. They should reveal wider changes in aspects of society over the centuries and allow comparisons to be made between different periods of history.

These thematic studies consequently should be seen *not* in terms of coverage of an extended period, but as the *tracing of significant threads in the theme across the chronological range*. The principles of the thematic study will be familiar to teachers who have previously taught a development study within an SHP specification.

#### Thematic study options

There are three thematic study choices, each forming part of a Paper 1 option that incorporates the thematic study and the historic environment.

<b>10:</b> Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city.
<b>11:</b> Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.
<b>12:</b> Warfare and British society, c1250–present and London and the Second World War, 1939–45.

#### Thematic study content structure

Each option is defined in terms of two key strands which should be studied across the time span. These two strands for each option are:

*Option 10: Crime and punishment in Britain, c1000–present*

- 1 Nature and changing definitions of criminal activity
- 2 The nature of law enforcement and punishment

*Option 11: Medicine in Britain, c1250–present*

- 1 Ideas about the cause of disease and illness
- 2 Approaches to prevention and treatment

*Option 12: Warfare and British society, c1250–present*

- 1 The nature of warfare
- 2 The experience of war

Within each option, this content to be studied is divided into four sections that run from the medieval period to the present day. All sections must be studied. The four sections – or periods – provide a framework for understanding the option, but should not be taken in isolation from each other – students should appreciate developments across these sections and across the option as a whole. For example, the period c1900 to the present is separated for the purpose of defining

### 3. Content guidance

specification content but in each theme, developments in the nineteenth century might be seen as the beginning of key developments which continue into the twentieth century.

In the specification, each thematic study begins with an introductory section headed 'The process of change'. This explains the content focus and identifies the relevant concepts and factors that students need to understand. Hence this section identifies the learning and assessment focus for the study and it is crucial that these concepts and factors are incorporated into the teaching.

This introduction indicates that, in studying the content defined in strands 1 and 2, students should understand the following key elements:

- How key features in the development of [chosen thematic study] were linked with the key features of society in Britain in the periods studied.
- The nature and process of change including:
  - understanding patterns of change, trends and turning points
  - the *influence of factors* inhibiting or encouraging change within periods and across the theme.
- How factors worked together to bring about particular developments at particular times.

For example:

Teaching focus	Option example
<i>how key features in the development of [crime and punishment] were linked with the key features of society in Britain</i>	Key feature of society: The impact of industrialisation and the growth of towns in the nineteenth century.  Linked development: The breakdown in community law and order and the growth of a professional police force.
<i>understanding patterns of change [in Medicine]</i>	Turning point in medicine in the nineteenth century: a new approach to prevention after Pasteur's development of the germ theory.  Trends in medicine in the twentieth century: improvements in diagnosis of illness, using new technologies.
<i>influence of factors [in Warfare]</i>	The roles of science and technology in improving weaponry throughout the period: use of gunpowder, development of muskets and heavy artillery, chemical and nuclear weapons.
<i>how factors worked together to bring about particular developments [in Medicine] at particular times</i>	The development of penicillin in the mid-twentieth century: The combined roles of individuals (Fleming, Florey and Chain), government (funding), attitudes (wartime priorities), science and technology (new freeze-drying techniques in industry).

The factors are defined for each option, and their influence (in hindering or advancing change) should be explored as appropriate (i.e. where they were influential in developments) when the defined content is taught. For example, in option 10 (Crime and punishment), in the period 1500–1700 the influence of the Church is one factor which is significant when approaches to witchcraft are taught; in option 11 (Medicine) in 1900 to the present, the influence of science and technology is a factor playing a part in the improvements in diagnosis.

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#### Case studies

These have been selected for more detailed study. Case studies are defined as a third aspect for study in each period, under strands 1 and 2. They should be used, as appropriate, to analyse the role of factors and to exemplify in context the threads defined in strands 1 and 2. Not every case study will be capable of illustrating all factors and all elements of the content strands, but they should be explored as appropriate. For example, in option 11 (Medicine) the case study on William Harvey provides opportunities to exemplify from strand 1 'a scientific approach', 'the work of the Royal Society', and from strand 2 'continuity in approaches to treatment'. The roles of factors – individuals, technology and contemporary attitudes – could be explored.

The case studies also provide opportunities to make detailed comparisons over time. For example, the case studies in option 12 (Warfare) of the Battle of Waterloo and trench warfare on the Western Front allow for comparison across periods on the nature of warfare and use of weaponry.

### 3.2 Historic environment

The studies of the historic environment have been designed to meet the following DFE criteria:

The study of the historic environment should focus on one particular site in its historical context. The study should examine the relationship between a place and historical events and developments. The focus of study may range in scale from, for example, a particular building or part of a building to a city or rural landscape/setting. There is no requirement that students visit the site.

#### Historic environment sites

A chosen site has been linked to each thematic study. Linking the historic environment to the thematic study has been done to promote overall coherence for the qualification as a whole – it aids teaching and learning by allowing the issues studied in the historic environment to be seen within a broader thematic context. The options have been chosen to be engaging for students as they study key features of the environment. They have also been chosen for their potential to allow a source-based, enquiry-focused approach to their content. The assessment of this element targets AO1 and AO3 (see section 4 below).

Each study of the historic environment focuses on one particular site in its historical context.

<b>10</b> Whitechapel, c1870–c1900: crime, policing and the inner city	This topic focuses on the relationship between conditions in a locality (Whitechapel) and their impact on crime and policing in the area, as well as the impact of crime and policing in the locality, in the broader context of national developments in policing.
<b>11</b> The British sector of the Western Front, 1914–18: injuries, treatment and the trenches	The topic focuses on the relationship between conditions in a locality (the British Sector of the Western Front) and their impact on the nature of illness and the provision of medical care, as well as the impact of provision for medical care in the locality in the broader context of medical developments in medicine in the early twentieth century.
<b>12</b> London and the Second World War, 1939–45	This topic focuses on the relationship between an event (the Second World War) and its impact on the physical fabric and people's lives in the locality (London) in the broader context of the impact of war on civilians.

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These options also provide elements of continuity with GCSE 2013 specifications:

- **10** Whitechapel, c1870–c1900: crime, policing and the inner city links with 5HAB04 CA8
- **11** The British sector of the Western Front, 1914–18: injuries, treatment and the trenches links with 5HA03A and 5HB03C
- **12** London and the Second World War, 1939–45 links with 5HA03B and 5HB03C.

#### Historic environment content structure

The content of the historic environment options is divided into two sections.

The first section defines the content to be studied in five bullet points. Four of the bullet points relate to the specified environment; the fifth contextualises them. It should be noted, for example, that the context for option 10, The British sector of the Western Front, 1914–18: injuries, treatment and the trenches, is not about the reasons for the war or the overall conduct of it, but specifically the historical context of medicine in the twentieth century. Aspects of the first bullet point relate specifically to the physical context of the historical environment – the aspects of the place which have a bearing on the topic (for example, the trenches and the conditions in them) and question 1 (see p16) may relate discretely to features of the locality.

The second section defines the evidence and enquiry knowledge students should acquire relevant to this topic, including knowledge of appropriate local and national sources through which enquiries might be followed up. This section gives students the opportunity to develop the skills and understandings to pursue enquiries and frame historical questions as the DFE criteria require.

The assessment approach adopted for the historic environment element (see page 16) indicates that the focus should be on:

- developing an understanding of key features of the specified locality and its national historical context
- developing source knowledge and appreciation of their value as evidence
- developing relevant enquiry skills.

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#### 3.3 Period studies

The period studies have been designed to meet the following criteria:

Period studies should focus on a substantial and coherent medium time span of at least 50 years and require students to understand the unfolding narrative of substantial developments and issues associated with the period.

##### Period study options

The period studies have been chosen for their potential to illuminate the developments which unfolded in the following areas:

20/21 Spain the New World, c1490–c1555	Spanish exploration, conquest and settlement of parts of the Americas from Columbus's voyages, through the conquest of Mexico to the conquest and consolidation of empire in Peru.
22/23 British America, 1713–83: empire and revolution	The development of the British empire in North America from 1713 to the American Revolution and loss of the 13 colonies.
24/25 The American West, c1835–c1895	US exploration and settlement of the American West and its unfolding impact on the native Americans from the opening of the first wagon trails west to the immediate aftermath of the closing of the American Frontier.
26/27 Superpower relations and the Cold War	Relations between the USA and the USSR from allies in Second World War, through the Cold War until its ending with the fall of the Soviet Union.
28/29 Conflict in the Middle East, c1945–95	The story of Israelis and Palestinians from the founding of Israel in 1945 to Oslo II in 1995; the relations between Israel and neighbouring states over these years.

The differing chronological lengths of these options reflect the differing density of coverage required.

The content for each period study option is presented in three chronologically consecutive key topics, a structure which helps make clear the unfolding story. Although there are three defined key topics in each period study, students should appreciate the narrative connections that run across them.

The assessment approach to this element (see section 4, page 33) indicates that the focus should be on the significance of events and developments for what followed from them, rather than on an in-depth study of their key features and characteristics. For example, in option 22/23, the focus of Key topic 1.2 'Slavery in North America' is primarily on its impact, consequences and significance as part of developments in British settlement in North America.

### 3. Content guidance

#### 3.4 British depth studies

The depth studies have been designed to meet the following criteria:

Depth studies should focus on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it.

The British depth studies all cover time spans significantly shorter than the period studies – between 21 and 31 years. Each requires students to understand the complexity of a society or historical situation and the interplay of different aspects within it. For example:

B1 Anglo-Saxon and Norman England, c1060–1088	Political, e.g. rival claimants to the throne, the conquest of England, Anglo-Saxon and Norman government. Religious, e.g. Norman control of the Church. Social and economic, e.g. the imposition of the feudal system, the culture of the Norman aristocracy.
B2 The reigns of King Richard I and King John, 1189–1216	Political, e.g. Richard and the Third Crusade, relations between monarch and barons, Angevin government. Religious, e.g. impact of the Interdict, anti-semitism. Social and economic, e.g. the feudal hierarchy, peasant life, towns, financial impositions.
B3 Henry VIII and his ministers, 1509–40	Political, e.g. government under Wolsey and Cromwell; the management and use of parliament. Religious, e.g. the Reformation, the Pilgrimage of Grace. Social and economic, e.g. the impact of the dissolution of the monasteries.
B4 Early Elizabethan England, 1558–88	Political, e.g. government in Elizabethan England, challenge of Mary, Queen of Scots, rivalry with Spain. Religious, e.g. religious divisions in society. Social and economic, e.g. poverty, education, trade and exploration.

Within each option, the content of three key topics is defined to emphasise connections, with one of them covering the whole chronology and hence running alongside the period covered by the others. Students should be prepared to make connections between each of the key topics, both across and within the period covered by them. Students should appreciate the key features and characteristics of the society and be able to analyse and account for key events, developments and changes, and their consequences and significance.

For example, in option B1 students should understand that there was a range of reasons for and consequences of the Norman Conquest. In dealing with the consequences or impact of the Conquest, they should understand the political and military issues defined in Key topic 2, and the social, economic, religious and constitutional issues defined in Key topic 3. They should be aware, too, of connections between them: for example, the significance of the feudal system (Key topic 3.1) in William's ability to secure the kingdom (Key topic 2).



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#### 3.5 Modern depth studies

The modern depth studies have also been chosen and designed to allow students to understand the complexity of a society or historical situation within a short coherent period and to appreciate the interplay of different aspects within it. For example:

30 Russia and the Soviet Union, 1917–41	Political, e.g. the Bolshevik Revolution, consolidation of power, communist policies. Social, economic and cultural, e.g. the impact of the NEP and Five-Year plans, living and working conditions, economic changes, the position of women and ethnic minorities, official culture, socialist realism.
31 Weimar and Nazi Germany, 1918–39	Political, e.g. political policy of Weimar and Nazi governments, Hitler's rise to power, the Nazi state. Social, economic and cultural, e.g. economic problems and recovery in the 1920s, women, young people and minorities in the Nazi state, use of propaganda.
32 Mao's China, 1945–76	Political, e.g. the Civil War, the consolidation of Communist control, government policies and control of people's lives, instruments of power. Social, economic and cultural, e.g. changes in agriculture, impact on people's lives of the Great Leap Forward and Cultural Revolution.
33 The USA, 1954–75: conflict at home and abroad	Political, e.g. the political struggles of the civil rights movement, US involvement in the Vietnam War from its start to its end. Social, economic and cultural, e.g. the position of black Americans, divisions in US society over civil rights and the Vietnam War, media coverage, the economic costs of war.

The modern depth studies are more highly weighted, at 30%, than the British depth studies. This is accounted for by the assessment of all four Assessment Objectives in this paper (see section 4, page 26) and reflected in the definition of four key topics for study. The modern depth studies are particularly well suited to the analysis and evaluation of source material and of interpretations of history.

In common with the British depth studies, there is a focus on the factors which combined to cause events and developments in the period but, additionally in these studies, students will need the skills and understandings to address AO3 and AO4. This is dealt with in more detail below (see section 4, page 26). In making inferences, students should understand that source material can be interpreted beyond its face value content, for example, to reveal the attitudes of the author or the values of contemporary society. In dealing with source evaluation, students should be aware of a range of valid considerations which can be brought to bear to assess the usefulness of a source. In dealing with interpretations, the specification identifies key skills and understandings which students should develop. They should:

- be aware that interpretations are based on evidence from their period of study
- be aware of a range of evidence that can be used to reach conclusions
- study examples of such evidence and consider ways in which it could give rise to and support different interpretations
- understand a range of reasons why interpretations may differ
- be aware that differences based on conclusions drawn from evidence are legitimate and can be explained

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- be able to evaluate given interpretations using their own knowledge of the period.

The examination questions with a focus on interpretations may be applied to any aspect of the defined content. There is additional guidance on this aspect below in section 4. Note that it is not required that students are taught about different schools of thought or about historical controversies related to the modern depth studies.

## 4. Assessment guidance

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### 4.1 Assessment overview

Paper	Section	Assessment objective	Marks
<b>Paper 1</b> Weighting: 30% Total marks: 52 Exam time: 1h 15	<b>Section A</b> <b>Historic environment</b> <ul style="list-style-type: none"> <li>3 questions</li> </ul>	AO1 AO3	16 marks
	<b>Section B</b> <b>Thematic study</b> <ul style="list-style-type: none"> <li>3 questions</li> </ul>	AO1/AO2	32 marks + 4 SPaG marks*
<b>Paper 2</b> Weighting: 40% Total marks: 64 Exam time: 1h 45	<b>Section A</b> <b>Period study</b> <ul style="list-style-type: none"> <li>3 questions</li> </ul>	AO1/AO2	32 marks
	<b>Section B</b> <b>British depth study</b> <ul style="list-style-type: none"> <li>3 questions</li> </ul>	AO1/AO2	32 marks
<b>Paper 3</b> Weighting: 30% Total marks: 52 Exam time: 1h 20	<b>Section A</b> <ul style="list-style-type: none"> <li>2 questions</li> </ul>	AO3 AO1/AO2	16 marks
	<b>Section B</b> <ul style="list-style-type: none"> <li>4-part question</li> </ul>	AO3 AO4	32 marks + 4 SPaG marks*

\*Spelling, punctuation and grammar (see page 50)

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### 4.2 Paper 1

The Paper 1 question paper is divided into two sections:

- Section A: historic environment
- Section B: thematic study

For Paper 1, students will see questions only on the option for which they have been entered.

#### Paper 1 assessment overview:

	Total marks	Assessment objective	Question description	Example question stem
<b>1</b>	4	AO1	Description of features	Describe <b>two</b> features of...
<b>2a</b>	8	AO3	Analysis and evaluation of source utility	How useful are Sources A and B for an enquiry into...?
<b>2b</b>	4	AO3	Framing historical questions	How could you follow up Source [A/B] to find out more about...?
<b>3</b>	4	AO1/AO2	Comparison of similarity and/or difference (over time)	Explain one way in which xxxx was similar to yyyy
<b>4</b>	12	AO1/AO2	Explanation of the process of change	Explain why... <i>+ two stimulus points</i>
<b>5/6</b>	16 + 4 SPaG	AO1/AO2	Judgement relating to one of the following: the extent of change; patterns of change; process of change; impact of change	'[Statement.]' How far do you agree? Explain your answer. <i>+ two stimulus points</i>

#### Paper 1 Section A: historic environment

Section A has two main questions. The first is worth 4 marks and requires a description of features, targeting AO1. The second consists of two sub-questions (8 marks; 4 marks), both of which target AO3.

##### Question 1

Question 1 targets AO1 only. It requires students to describe two key features. It is worded as:

Describe <b>two</b> features of...	(4)
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The total for the question is 4 marks (marked as 2 x 2 for each feature, using a points-based mark allocation). The paper is set out with an answer table to remind students to deal with two features and to give equal attention to both of them. The limited space available is intended to prevent students writing lengthy answers going beyond the question and containing material which would not be rewarded.

##### Question 2 sources

A separate source booklet is provided containing two sources. Question 2(a) uses Source A and Source B. Question 2(b) uses *either* Source A *or* Source B.

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As the target for question 2 is AO3, sources will be contemporary to the period of study. That is, they will be evidence directly from the period and may record the experiences of those directly involved, or be contemporary evidence from those without direct involvement, for example contemporary cartoons or articles in newspapers written by those who were not directly witnesses to an event. They may also feature reminiscences and reflections constructed after the period but by those who were involved. Later secondary sources, for example textbook extracts or historians' accounts, will *not* be used.

Sources may be written or visual.

### Question 2(a)

Analysis of two sources and evaluation of their utility.

The question is phrased as:

How useful are Sources A and B for an enquiry into...?  
Explain your answer, using Sources A and B and your knowledge of the historical context. (8)

The enquiries in the three sample question papers relate to:

- the effectiveness of...
- the problems involved in...
- what was done to...

Other enquiries are possible.

Students should be prepared to consider the specific strengths and weaknesses of the provided sources for a given enquiry. They are not required to compare the sources or reach a judgement about which is more valuable; the sources may be treated separately. In considering usefulness, students are expected to take into account the provenance of a source (aspects of its nature, origin and/or purpose) when evaluating the contribution its content can make to an enquiry. They are also expected to make use of contextual knowledge in their evaluation. Unlike in the 2013 specifications, this requirement for knowledge of context is categorised as AO3, not AO1. For example, option 12, question 2(a) asks:

How useful are Sources A and B for an enquiry into what was done to protect civilians in London from bombing raids?  
Explain your answer, using Sources A and B and your knowledge of the historical context. (8)

Source A for this question – given below – is a record from an interview carried out many years after the situation described in the source.

**Source A:** From the memories of Constance Holt, who was editor of a magazine during the war. She was interviewed about the Blitz for the book *Don't You Know There's A War On?*, published in 1989.

Most of the tube stations were taken over as shelters, as there weren't enough big public shelters that people could get to. Russell Square Station was one of these. I remember on several occasions coming back from the theatre by tube, and when I got out at Russell Square, bunks had been put all along the platform, and you'd see women doing up their curlers and getting ready for bed. Of course, you'd try not to look at them because they were in their 'bedrooms'.

I remember there was a little bit of snobbery about stations. I heard one woman say, 'Oh, us and our family go to Regent's Park now, it's nicer people.' And the children used to go for rides on the tube. At least their mothers knew where they were, and it was much safer than the street.

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The caption gives students relevant information about the nature and origin of the source. They should make use of this information in their answer and apply it to the content of the source. The recollections come from an adult woman with an adult's perspective on the situation, but the focus of her recollections is on the social aspect of the experience of using the Underground as a shelter and in this extract she is not dealing with the experience during an actual air raid. Her reminiscences are also being put through the filter of the priorities of the author collecting the recollections for her book. Contextual knowledge could be used to confirm the extent to which, or way in which, civilians did make use of the Underground. It could also be used to consider the limitations or typicality of the information provided. For example, the impression of calm and safety given here could be evaluated using knowledge that there were disasters when Underground stations suffered direct hits, but that such disasters were relatively uncommon.

### Question 2(b)

Ability to frame historical questions.

This question is designed to meet one of the new assessment requirements contained in the DfE criteria which all awarding organisations must fulfil.

Specifications should require students to develop and demonstrate:

- the ability to understand and use critically and constructively a range of contemporary source material appropriate to the period ... to frame their own valid historical questions and make their own valid historical claims

The 2(b) question is phrased as

How could you follow up Source [A/B] to find out more about...?

Complete the table below.

(4)

The question is applied to one of the two sources provided. The follow-up focus is related to an aspect of the subject matter of the specified source which is also defined for study in the specification.

In the case of the sample assessment material examples, the option 10 follow-up is related to finding out more about the effectiveness of the police in Whitechapel; option 11 is related to the problems involved in performing operations on the Western Front, and option 12 is related to what was done to protect civilians in London from bombing raids.

The 2(b) follow-up enquiry focus may relate to any relevant aspect of the content defined for study, but students will be rewarded only for a relevant question which relates directly to the specific content of the provided source, not for the forming of a general question about crime and policing in Whitechapel or about surgery and treatment in the British sector of the Western Front or about London and the Second World War. The answer table on the question paper is provided to direct students to structure their answer appropriately.

Hence, the answer table begins:

Detail in source [A/B] that I would follow up:

The following spaces prompt students to identify the question they would ask and a type of source which could be used to answer it. The final part of the table prompts students to explain how the sort of information the source could yield would help to answer the question.

The mark scheme's indicative content shows that the type of sources selected should be directly related to the information they can generate and the two responses will be reviewed together. Students are not expected to have an exhaustive list of every source type available to the historian, but they should be able to go beyond the broadly generic catch-all categories of 'records', 'diaries' etc. It may be, however, that the final part of the answer will validate a more generic

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choice of, for example, 'a diary of a soldier' by linking it to relevant information the personal experience of a soldier could provide. The key is the valid explanation of how it would help answer the question.

### Section A mark scheme guidance

Two types of mark scheme are used in Section A of Paper 1, and in other papers: points-based and levels-based.

#### Points-based mark schemes

Questions 1 and 2(b) are marked using points-based mark schemes, so are considered together here first. A points-based mark scheme is used for assessment whenever a maximum of 2 marks is available for a distinct part of a response and the application of a single mark can be defined.

For example, in Paper 1 question 1, 2 marks are available for each feature and are awarded: 1 for the feature and 1 for valid supporting detail – as can be seen in the case of Paper 1 option 12 question 1:

Question	
1	<p>Describe <b>two</b> features of the East End of London that made it a target for the Blitz.</p> <p><b>Target:</b> knowledge of key features and characteristics of the period.</p> <p><b>AO1:</b> 4 marks.</p>
<b>Marking instructions</b>	
<p>Award 1 mark for each valid feature up to a maximum of two features. The second mark should be awarded for supporting information.</p> <p>e.g.</p> <ul style="list-style-type: none"><li>• <i>London's docks were in the East End (1). Over a third of Britain's trade passed through the port of London (1).</i></li><li>• <i>It was an area where materials were stored (1). This included coal supplies for the war effort (1).</i></li><li>• <i>It was a heavily populated part of the capital (1). A high casualty rate in this area would affect morale in the capital (1).</i></li></ul> <p>Accept other appropriate features and supporting information.</p>	

Candidates are asked to describe only two features, but three examples are given in the indicative content. Other appropriate features must be accepted.

The examples in the indicative content above show supporting information which develops a feature for the second mark. What would not be rewarded is another piece of information that does not develop the feature identified. For example:

- It was a highly populated area. Over a third of Britain's trade passed through the area.
- It was an area where materials were stored. It was a highly populated area.

In each of the examples above, the two pieces of information are not directly connected; the second does not lend support or development to the first.



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In question 2(b), each element of the answer table is awarded one mark for a valid point as this example of option 12 question 2(b) shows:

Question	
2(b)	<p>How could you follow up Source A to find out more about what was done to protect civilians in London from bombing raids? In your answer, you must give the question you would ask and the type of source you could use.</p> <p><b>Target:</b> Source analysis and use (the ability to frame historical questions).</p> <p><b>AO3:</b> 4 marks.</p>
<b>Marking instructions</b>	
<p>Award 1 mark for selecting a detail in Source A that could form the basis of a follow-up enquiry and 1 mark for a question which is linked to it.</p> <p>e.g.</p> <ul style="list-style-type: none"><li>• <i>Detail in Source A that I would follow up: The fact that bunks were put up along the platform. (1)</i></li><li>• <i>Question I would ask: How were these bunks provided? (1)</i></li></ul> <p>(No mark for a question that is <b>not</b> linked to following up Source A, e.g. 'because it would be an interesting question to ask'.)</p> <p>Award 1 mark for identification of an appropriate source and 1 mark for an answer that shows how it might help answer the chosen follow-up question.</p> <p>e.g.</p> <ul style="list-style-type: none"><li>• <i>What type of source I could use: Records from London Underground showing how the bunks were first used. (1)</i></li><li>• <i>How this might help answer my question: To see if this was an official arrangement and the bunks were provided by the government or London Underground or whether this was done by the people themselves as they began to use the underground stations each night. (1)</i></li></ul> <p>Accept other appropriate alternatives.</p>	

The examples given in the mark schemes for questions 1 and 2(b) are *not* prescriptive: markers are instructed to accept appropriate alternatives.

### Levels-based mark schemes

These are used whenever the precise award of a single mark cannot be defined – when a judgement must be made about the quality of the response.

There are two key differences in the mark schemes used in the GCSE 2016 specification compared with the specifications for 2013:

- The progression in the level descriptions has been more clearly defined with the identification of key strands of progression which can be traced within each level as the colour-coding below shows.
- The indicative content has been separated out from the levels to avoid the impression of creating a model answer at each level. Not all the indicated content is required and other relevant points must be accepted.

#### A 'best-fit' approach to marking

Examiners are instructed to apply a 'best-fit' approach when marking. This acknowledges that students may be stronger in one strand than another. In the example below, three strands are indicated. This means that strong performance in strands 1 and 2 might allow a student into Level 3, even if the performance in strand 3 better fitted Level 2. For marks at the top of a level to be awarded, all three strands must fit the descriptors at the level. The General marking guidance in

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the sample assessment materials provides general information on 'Finding the right level' and 'Finding a mark within a level'.

A three-level mark scheme is used for Question 2(a) which targets AO3, 8 marks. The progression in student performance from one level to the next is defined according to the ability in three linked strands:

- making and explaining a judgement
- comprehension and analysis of the sources
- use of contextual knowledge.

For example:

Question		
<b>2 (a)</b>		How useful are Sources A and B for an enquiry into what was done to protect civilians in London from bombing raids? Explain your answer, using Sources A and B and your own knowledge of the historical context.  <b>Target:</b> Analysis and evaluation of source utility. <b>AO3:</b> 8 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>• A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance<sup>1</sup>. 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.</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>• 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 provenance<sup>1</sup>. 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.</li> </ul>
3	6–8	<ul style="list-style-type: none"> <li>• Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance<sup>1</sup> 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.</li> </ul>
<b>Notes</b> <ul style="list-style-type: none"> <li>• 1. Provenance = nature, origin, purpose.</li> </ul>		

The indicative content for the question 2(a) in each option is organised to deal with each source separately and to group the points into three categories:

- the usefulness of points which can be drawn from the content source itself
- points about the source provenance which affect its utility (either to strengthen or weaken the evidence)
- points which draw on relevant historical context to comment on utility – for example, to assess accuracy, typicality or to expand on or support inferences.

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For example, the indicative content for option 12 question 2(a) Source A is given below:

### Source A

The usefulness could be identified in terms of the following points which could be drawn from the source:

- Source A is important in the way it suggests that there were not enough public air-raid shelters or that they were not all accessible, therefore people looked for an alternative.
- The information in Source A is useful because it gives an insight into how people adapted their family routines during the Blitz. However, it relates to night time and does not provide information about precautions taken during daytime air raids.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- The comment comes from a woman being interviewed for a book published in 1989 – the interviewer may have prompted Constance Holt to provide a positive slant on her comments or may have selected an unrepresentative comment, making it less useful.
- The woman is not speaking of times when an air raid was happening, so this positive view of calm might be unrealistic and therefore of limited use.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- Stations were fitted with bunks for thousands of people and shelter marshals were appointed to keep order. Approximately 170,000 people sheltered in the tunnels and stations during the war but Balham underground station was hit in 1940, showing that people were not always safe using the underground stations as shelters.
- The comment suggests that social activities, such as theatre trips, continued as normal, but there is no mention of the blackout or of the role of black-out wardens, air-raid wardens, fire watchers etc. that affected people's activities.

The mark scheme refers to the 'application of valid criteria'. These could consider, for example, the accuracy, reliability, limitations, knowledge of the author, special insights or valuable information provided by the sources. The key to a high-level response is that criteria relevant to an evaluation of the specific source (reliability, for example) are selected and applied with valid reasoning and not simply asserted and that content, provenance and context of the sources are considered together.

Additionally, mark schemes contain 'marking instructions' to examiners to assist in awarding marks. For example, 'no credit may be given for contextual knowledge unless it is linked to evaluation of the sources' reminds examiners not to award marks for knowledge of the period if it is included, but not used as part of a process of evaluating the source. Similarly, generic source comments (about an eyewitness, a photograph, etc.) may not be given credit on their own.

### Paper 1 Section B: thematic study

Section B of Paper 1 requires students to complete three questions (4, 12 and 16 marks), with a choice in the final question. The numbering starts at 3, following on from questions 1, 2(a) and 2(b) in Section A.

The questions in Section B target understanding of the thematic content in breadth. They are stepped to require more extended responses as candidates work through this section of the question paper. Questions are required to cover two time periods in Q3; at least one hundred years in Q4; and at least two hundred years in Q5/6.

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Questions may, of course, cover longer periods, for example in option 10 question 6 targets the period c1000–1700.

### Question 3

Comparison.

The question may be worded as:

Explain one way in which [xxx] in [time 1 + time 2] was/were similar/different... (4)

Explain one way in which [xxx] in Britain was/were similar/different in [time 1] from /and [time 2]. (4)

For example, option 12 question 3:

Explain **one** way in which the reporting of war in Britain was different in the coverage of the Crimean War and the Iraq War (2003). (4)

### Question 4

Explanation of the reasons for an aspect of change.

The question will begin 'Explain why...'. Minor variations in the formulation will follow, but the required explanation will relate to an aspect of change. For example:

Explain why there were changes in [xxx] during/in [time]. (12)

Explain why [xxx] changed slowly/quickly/continued to change during / in [time]. (12)

Explain why there was a rapid change in [xxx] in [time]. (12)

For example, option 11 question 4:

Explain why there were changes in the prison system in the period c1700–c1900.

You may use the following in your answer:

- John Howard
- hard labour

You must also use information of your own. (12)

### Stimulus material

Question 4 uses stimulus material: students are given two short bullet points.

These may be a feature of the period, an individual and so on. For example, option 10 requires an explanation of reasons for changes in the prison system and the points given are 'John Howard' and 'hard labour'; option 11 requires an explanation of the reasons for rapid change in treatment and the points given are 'magic bullets' and 'high-tech treatment'.

Students do not have to use the stimulus material provided. Indeed they would be well-advised not to attempt to write about a bullet point they do not recognise. The stimulus is there to help candidates to link the question asked with the material they have studied and to provide a prompt to analysis of the process of change, for example, by indicating an aspect of change (hard labour; high-tech treatment) or an individual or development that encouraged change (John Howard; magic bullets). In a question requiring explanation of slow change or continuity, the stimulus material might relate to an aspect which stayed the same or a factor hindering the process and so on.

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The question also prompts students to include information of their own – and they should plan to include information related to at least one more aspect of content. The mark scheme (see below) restricts the marks available for answers which do not do this. It should be noted that the mark ceilings relate to the range of knowledge and understanding deployed – the stimulus points are information-related and do not themselves give a reason.

### Question 5/6

Question 5 and question 6 are each presented as a quotation with which the students are asked to agree or disagree and explain their answer. This approach is used in the 2013 GCSE History B (SHP) 16-mark judgement questions. It has been found that presenting questions in this way allows them to be more direct or varied than is the case with the 'Was xxxx the most important yyyy?' formulation used in the 2013 GCSE History A (MWH) equivalent 16-mark question.

Questions 5 and 6 may target any of the second-order concepts required by the DfE/Ofqual criteria (cause, consequence, change, continuity, significance, similarity and difference). The provision of choice allows students to respond in relation to an area of content and second-order concept where they feel more confident. The two questions will not target the same (single) second-order concept (e.g. if one requires solely evaluation of change, then the other will target something other than solely change).

For example, in option 12, question 5 requires evaluation of change:

'The creation of the New Model Army (1645) was a turning point in the composition of the army in Britain in the period c1500–c1700.' How far do you agree? Explain your answer. (16)
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Option 12, question 6 requires analysis and evaluation of causation:

'The use of artillery was the main reason why warfare changed during the period c1700–c1900.' How far do you agree? Explain your answer. (16)
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The key features of strong answers in relation to this question are those with focus on the question target (change, causation etc.) and that apply criteria to make a judgement. (See below page 37 for further discussion of this aspect.) In coming to a judgement, both sides of the argument should be addressed. Unlike for question 4, the indicative content in the mark scheme for question 5/6 is organised into points supporting and points countering the statement in the question about which a judgement is required.

Note that there are 4 marks for SPaG for question 5/6. See page 50.

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### Section B mark schemes

**Question 3** is marked using a two-level scheme. For example:

Question		
<b>3</b>		Explain one way in which the reporting of war in Britain was different in the coverage of the Crimean War and the Iraq War (2003). <b>Target:</b> Analysis of second order concepts: difference; Knowledge and understanding of features and characteristics. <b>AO2:</b> 2 marks. <b>AO1:</b> 2 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"><li>Simple or generalised comment is offered about a similarity. [AO2]</li><li>Generalised information about the topic is included, showing limited knowledge and understanding of the periods. [AO1]</li></ul>
2	3–4	<ul style="list-style-type: none"><li>Features of the period are analysed to explain a similarity. [AO2]</li><li>Specific information about the topic is added to support the comparison, showing good knowledge and understanding of the periods. [AO1]</li></ul>

#### Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

#### 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 candidates are not required to include all the material which is indicated as relevant. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material not suggested below must also be credited.

Relevant points may include:

- During the Crimean War, photographs and articles were printed in the newspapers whereas during the Iraq War there were also television reports showing action directly.
- During the Crimean War there was a delay in the news reaching Britain but during the Iraq War coverage was almost immediate.

The question targets AO1 and AO2 and the mark scheme is separated into bullet points relating to each assessment objective. The first bullet point in the level descriptors relates to the quality of comparison (AO2) and the second to the knowledge and understanding of period used in support (AO1). The progression in AO2 moves from the generalised to analytical comparison and in AO1 from generalised to specific information. In the above example, a Level 1 response might

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refer to the new use of television in the later twentieth century, but without making a full comparison with the Crimean War by a supported comment on the immediacy or the directness of the reporting.

As with the AO3 mark schemes discussed above, the indicative content for the AO1 and AO2 mark schemes is separated out from the level descriptions to keep the focus in the generic descriptions clearly on the qualities required for performance at each level and to avoid any impression of giving 'model' content answers at each level. Only one comparison is required in question 3. The indicative content for each option offers two examples. Other relevant points will be credited.

### Marking instructions

Although AO1 and AO2 are expressed separately, the marking instructions make it clear that there is limited reward purely for displaying AO1 knowledge and understanding. The knowledge must be deployed in relation to the question focus (in this case, comparison for difference), otherwise the answer is not addressing the question set. In the example above, an answer providing detailed information about war reporting during the Crimean War, but not making any comparison to war reporting during the Iraq War, could not score above 2 marks. It is important to note that this instruction pegging solely AO1 answers to the top of Level 1 applies also in the 12 and 16 mark questions, restricting reward to a maximum of 3 and 4 marks respectively.

### AO1 and AO2 mark schemes for the 12- and 16-mark questions

The extended answers are assessed against four levels and the principles of 'best-fit' outlined previously on page 20 apply to marking uneven performance. As in question 3, bullet point 1 traces the progression in AO2, identifying the qualities relevant to explanation and analysis of second-order concepts; bullet point 2 traces the progression in AO1. Bullet points 1 and 2 are the same for the 12- and 16-mark questions. This consistency makes it clearer for students what qualities their answers should demonstrate for higher marks. The 16-mark question has an additional AO2 requirement for evaluation and judgement and this is reflected in the higher AO2 weighting for the question (10 of the 16 marks). Progression in this element is traced in bullet point 3. The indicative content suggests some valid criteria which students may apply.



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12-mark questions		Level	16-mark questions	
0	No rewardable material.		No rewardable material.	0
1–3	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> </ul>	1	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> <li>• The overall judgement is missing or asserted. [AO2]</li> </ul>	1–4
4–6	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> </ul> <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>	2	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> <li>• The overall judgement is given but its justification is asserted or insecure. [AO2]</li> </ul> <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>	5–8

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7–9	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul> <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>	3	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]</li> </ul> <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>	9–12
10–12	<ul style="list-style-type: none"> <li>• 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]</li> <li>• 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]</li> </ul> <p><i>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>	4	<ul style="list-style-type: none"> <li>• 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]</li> <li>• 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]</li> <li>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]</li> </ul> <p><i>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>	13–16

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### *Progression in each of the strands*

Progression in AO2 (bullet points 1 and 3) is characterised by the move from simple or generalised responses to analytical explanations which show a line of reasoning that is coherent, sustained and logically structured. In questions requiring evaluation, it is also characterised by the quality of the justification for, and the application of, criteria for judgements. See below and page 37 for more discussion of this aspect.

Progression in AO1 (bullet point 2) is characterised by the increasing ability to select information precisely and to show wide-ranging knowledge and understanding.

Additionally, mark ceilings are introduced into Levels 2, 3 and 4 to require knowledge of relevant aspects beyond those prompted by the stimulus material.

### *Differences from GCSE 2013 extended answer mark schemes*

The separation of AO1 and AO2 in the new GCSE Assessment Objectives has meant that the GCSE 2016 level descriptors must be able to trace progression in each AO and this is reflected in the bullet points.

The essence of the progression in 2016 compared with 2013 is similar, with answers improving from: generalised to more specific but essentially descriptive, to focused explanation, and finally to substantiated evaluative answers.

The more prescriptive characteristics of the 2013 History A (MW) mark schemes have been removed. Our research indicated that while some teachers found the clarity helpful, more of those consulted found that it artificially constrained students' approach to construction of a response and tended to lead to undue concentration on the teaching of mark schemes rather than to development of high-quality extended writing. It should be noted that the ceiling on work which does not incorporate an aspect additional to the stimulus material indicates that the requirement for knowledge range in the level descriptions will only be *fully* met by the consideration of three aspects at Levels 2, 3 and 4, whether the stimulus material is used or not. However the prescription in the number of causes, consequences and so on required has been removed.

The table on the next page reproduces the *Level 4 descriptor* in the GCSE 2013 and 2016 16-mark questions.

The tables show the key differences in approach in 2016:

- separation of AO1 and AO2 in bullet points 2 and 1 respectively.
- identification of the requirements for application of criteria when making *and supporting* judgements (AO2) in bullet point 3.

These differences have added clarity to the former History B descriptor and reduced the prescription in the former History A descriptor in the way Level 4 can be achieved. As indicated above, content range remains important – the stimulus points relate to aspects of content of the topic and three relevant areas should be considered, but the counting approach to the number of causes etc. has been discontinued. Instead, judgements about the statement will still be calling on the ability to interrelate and to prioritise – there must be valid criteria for making judgements – but the descriptors allow differing approaches. Answers might, for example, in making a judgement about change, argue that one change was more fundamental by examining a range of aspects it affected or by arguing that a central feature of life/ government etc. was affected which had a major impact on the bulk of the population. Both these approaches would have an appreciation of relative significance at their core (more aspects; more central impact) whichever approach they took. This is exemplified in discussion of the indicative content below.

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2013 Specification A Unit 2 question 3(a) Level 4		2013 Specification B Unit 2 question 5(b) Level 4		2016 specification 16-mark AO1/2 questions Level 4	
Mark	Descriptor	Mark	Descriptor	Mark	Descriptor
13–16	<p><b>Prioritises causes or sees link between them.</b></p> <p>This considers the relationship between a range of causes. (This level can be achieved only if the response has explained at least three causes and has made explicit comparisons of the relative importance of two of them in coming to a judgement.)</p> <p>15–16 marks for judgement of the relative importance of more than two causes or for an answer which shows the interrelationship between three causes in coming to a judgement.</p> <p><b>NB: No access to Level 4 for answers which do not explore an aspect beyond those prompted by the stimulus material, for example</b></p>	13–16	<p><b>The answer has sustained focus on the question. It offers an analysis supported by precisely-selected and accurate material.</b></p> <p>Candidate shows full understanding of (outcomes of the 1834 Act) and attempts to assess their success, examining a range of (outcomes) in order to make a judgement.</p> <p><b>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as...</b></p>	13–16	<ul style="list-style-type: none"> <li>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]</li> <li>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]</li> <li>Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO1]</li> </ul> <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

## 4. Assessment guidance

### Indicative content

The indicative content is now presented as a series of valid points relevant to the question asked. Students are not expected to include all, or indeed any, of these points. Examiners are instructed to credit other relevant material. Since the 16-mark question requires a judgement, the indicative content is grouped into points which support the statement that students are asked to assess and points which counter it. For example, option 11 question 6:

'Jenner's vaccination against smallpox was a major breakthrough in the prevention of disease in Britain during the period c1700–c1900.'

How far do you agree? Explain your answer.

You may use the following in your answer.

- cowpox
- cholera

Indicative content for this question:

Relevant points that support the statement may include:

- Jenner's vaccination was the first time a specific disease could be effectively prevented.
- The only development in the prevention of disease before Jenner's vaccination was during the eighteenth century, when inoculation was used, but this had many problems, so it was not a major breakthrough.
- Jenner's vaccination succeeded in preventing one of the major killer diseases of the period, so that by 1900 it was no longer the threat it had been in 1700.
- Jenner was willing to offer free vaccinations so that all groups within society could receive protection from smallpox.

Relevant points to counter the statement may include:

- Many people resisted Jenner's vaccination because they disliked the idea of using a disease linked to animals or because vaccination was sometimes incorrectly applied and seemed to fail; it therefore had limited effect until it was made compulsory and enforced by the government in 1853 and 1871.
- Preventive measures against disease did not change – during the cholera epidemics of the nineteenth century, local authorities ordered barrels of tar to be burned, based on the idea of miasma.
- No one understood how or why the vaccination worked, and so this technique could not be applied to other major killer diseases such as cholera which appeared as a new threat in the nineteenth century.
- The application of Jenner's vaccination depended on the chance link between smallpox and cowpox; even if the link was understood, it could not be replicated for other diseases. Only after the work of Pasteur and Koch in the late nineteenth century could vaccination be understood and others developed.

This indicative content offers four relevant points which could form criteria to support the statement that it was a breakthrough: its ability to prevent a specific disease; earlier inoculation was not effective enough to constitute a breakthrough; vaccination prevented a major killer disease; free availability allowed extensive take-up. It then suggests four relevant points which could form criteria to counter the proposition: popular resistance limited take-up; it had limited impact on approaches to prevention of infectious diseases; it lacked a theoretical underpinning to support further developments; its dependence on the specific link between cowpox and smallpox which meant that it had limited application.

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A strong answer would provide arguments both for and against the statement and draw on three content areas (for example, cowpox, cholera, Pasteur's work) to support the arguments. The overall judgement would depend on the importance attached in the argument to the criteria advanced – for example, given that smallpox was a major killer in the nineteenth century, Jenner's vaccine, it could be argued, *was* a breakthrough because of its ability to prevent a mass killer disease (importance = mass impact) even if it couldn't be replicated it was a huge benefit in terms of life saving in this respect for the first time. Answers must explore support for the statement and a counter argument to reach a judgement. So a judgement based on two criteria is a minimum. It is conceivable that a strongly-argued, well-reasoned, effectively-supported answer dealing only with two criteria (e.g. life-saving impact v. limited theoretical application) could be awarded full marks: the mark scheme no longer precludes this as long as three aspects of content are included. It is more likely, however, that answers will provide a convincing argument if based on at least three criteria where two out of the three criteria provide weight for an overall judgement which supports (or challenges) the proposition. There are different ways of achieving good marks, for example answers dealing with fewer points but backed up with detailed knowledge; or answers dealing with more points but with less detailed knowledge.

### 4.3 Paper 2

#### Paper 2 question paper structure

Paper 2 combines the assessment of the British Medieval/Tudor depth studies (Section B) and the period study (Section A). The paper is worth 40% and has a time allowance of 1 hour 45 minutes. Students should plan to divide their time equally between the two sections.

These two areas of content have been combined into a single examination, because they are each worth 20% – lower weighted components than the others, requiring less examination time individually – and the questions target AO1 and AO2 only. Combining these elements has avoided students sitting four separate examinations.

Students will receive a paper on one period study combined with either the two Medieval depth studies or both the Tudor depth studies. The only option choice students will need to make in the examination is between the relevant British depth studies (question 4 or 5). For example, students entered for the medieval depth study options would answer either question 4 on Anglo-Saxon and Norman England or question 5 on the reign of King Richard I and King John.

The specification (pages 60-61) gives instructions for determining the appropriate entry code. These must be followed so that what students receive on the day of their examination is the combination of options for which they have been prepared.

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### Paper 2 assessment overview:

	Total marks	Assessment objective	Question description	Example question stem
1	8	AO1 AO2	Explanation of consequences	Explain two consequences of...
2	8	AO1 AO2	Writing an analytical narrative	Write a narrative account analysing... You may use the following in your answer. <i>+ two stimulus points</i>
3	16	AO1 AO2	Explanation of importance	Explain two of the following: The importance of...
4/5 (a)	4	AO1	Description of key features	Describe two features of...
4/5 (b)	12	AO1 AO2	Explanation of causation	Explain why... You may use the following in your answer. <i>+ two stimulus points</i>
4/5 (c)	16 + 4 SPaG	AO1 AO2	Judgement relating to one of the following: causation, consequence, change, continuity, significance, similarity and difference	['Statement.'] How far do you agree? Explain your answer. You may use the following in your answer. <i>+ two stimulus points</i>

### Paper 2 Section A: period study

The questions in Section A have been designed so that they help to achieve the stated purpose of the period study in the criteria:

to understand the unfolding narrative of substantial developments and issues

This is why there is an emphasis on the consequence (Q1) and importance (Q3) of key events and developments, and a requirement to produce an analytical narrative (Q2).

#### Question 1

Question 1 targets consequence. It is worded as:

Explain two consequences of xxx. (8)

The total for the question is 8 marks (marked as 2 x 4 for each consequence). The question paper is set out to remind students to deal with two consequences and to give equal attention to both of them.

#### Question 2

Question 2 targets analytical narrative (AO1 and AO2, 8 marks). The DfE criteria require students to be able to write narrative. This is not simply a requirement to deploy knowledge of the period and say what happened. The reason it includes AO2 and is classed as *analytical* narrative is that AO2 rewards the ability to 'find connections and provide logical chains of reasoning', which is what good historical narrative manages to achieve: it seeks not only to describe what happened, but



#### 4. Assessment guidance

also to find connections and make sense of events so that there is analysis of why events unfolded in the way that they did. In terms of second-order concepts, this question targets causation, consequence and change (for example, why an event or development [x] occurred, its consequences and what it led to next, how this then caused [y], and what change this led to). Hence each question begins:

Write a narrative account analysing...

The sample assessment materials indicate that the scope of a narrative may vary considerably in its chronology and that question wording may vary slightly, according to the narrative being sought:

- Write a narrative account analysing the key events of [1519–21] leading to [the Aztec surrender].
- Write a narrative account analysing the [suppression of piracy in American waters in the years 1717–c1720].
- Write a narrative account analysing the ways [in which the cattle industry grew in the years 1865–74].
- Write a narrative account analysing the key events of [the Berlin Crisis, 1948–49].
- Write a narrative account analysing the key events of [1945–48 which led to the creation of Israel].

Other minor variations are possible in the live papers. Students should be clear about the time span of the question and what it is their narrative is designed to analyse (for example: key events leading to xxx; the suppression of xxx; the way in which xxx grew; the key events of xxx).

Stimulus points (see page 23) are provided. These may be chosen to prompt coverage of the chronology as in the third example above: Abilene (1867), the introduction of barbed wire (1874); or key features of the narrative in the case of the fourth example above: Stalin's fears; the Airlift.

#### Question 3

Question 3 focuses on the importance of an event/person/development etc. In terms of second-order concepts, this targets consequence and significance. The question focuses on what difference the specified event/person/development etc. made to how subsequent events unfolded. Students have a choice, selecting two out of the three events/developments given. The question is worth 16 marks, but the answers are marked as 2 x 8, assessing treatment of each event/development separately.

The question is worded as:

Explain **two** of the following:

- the importance of X for/in/on Y.
- the importance of X for/in/on Y.
- the importance of X for/in/on Y.

For example:

Explain two of the following:

- The importance of the events in Hungary in 1956 *for the development of the Cold War*.
- The importance of the Soviet invasion of Czechoslovakia (1968) *for relations between the US and the Soviet Union*.
- The importance of Gorbachev's 'new thinking' *for Soviet control of Eastern Europe*.

#### 4. Assessment guidance

Students should take care to note what it is they are being asked to analyse, as shown italicised in each of the passages above. High-level answers will relate the significance or consequences of the chosen event/development precisely to it. For example, in the second choice above, students are not being asked to comment generally on the importance of the Soviet invasion of Czechoslovakia, but to consider its importance *for relations between the US and the Soviet Union*.

#### Paper 2 Section A mark schemes

Each of questions 1, 2 and 3 is marked using a level-based mark scheme, based on the principles described above for the AO1 and AO2 schemes used in Paper 1 (see page 25ff). As in Paper 1, mark ceilings are introduced in Paper 2 question 2, Levels 2 and 3 to require knowledge of relevant aspects beyond those prompted by the stimulus material.

Progression is described in two levels for the 4-mark questions and three levels for the questions carrying 8 marks. The key features of progression are similar to those analysed above for Paper 1, except that the Level 4 qualities are not expected. However the organisation of the answers is expected to be marginally more secure in Level 3 in Paper 2. This reflects the reduced level of challenge involved in organisation of a shorter amount of material. It also demands a higher quality of response to achieve full marks in an 8-mark question than is required for 8/12 marks in Paper 1.

The table below shows the differences in the Level 3 descriptors between Paper 1 question 4 and Paper 2 question 2. The reference to 'logical structure' and 'good knowledge and understanding of key features' in Level 3 of question 2 should be interpreted in the case of narrative as having a sense of the beginning, development and end of the narrative sought.

Paper 1 question 4, Level 3 (7-9 marks)	Paper 2 question 2, Level 3 (6-8 marks)
<ul style="list-style-type: none"><li>• 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]</li><li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li></ul> <p><i>Maximum 8 marks for answers that do not include an aspect in addition to those prompted by the stimulus material.</i></p>	<ul style="list-style-type: none"><li>• 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]</li><li>• Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1]</li></ul> <p><i>No access to Level 3 for answers which do not include an aspect in addition to those prompted by the stimulus material.</i></p>

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### Paper 2 Section B: British depth study

Section B assesses the British depth study. Students will receive questions according to their entry (Medieval or Tudor period) and students will answer a three-part question (4, 12 and 16 marks), either question 4 or 5 depending on the option they have studied.

#### Question 4/5(a)

The (a) question targets AO1 only. It requires students to describe two key features. It is worded as:

Describe two features of xxx.

The total for the question is 4 marks (marked as 2 x 2 for each feature, using a points-based mark allocation). As in Paper 1, the paper is set out with an answer table to remind students to deal with two features and to give equal attention to both of them.

#### Question 4/5(b)

The (b) question requires an explanation of causation (AO1 6; AO2 6). It is worded:

Explain why...

Its stem and mark scheme match question 4 in the thematic study (see page 26), but the key difference is that the question in the depth study relates to a much shorter period and may even relate to a single event or year. Instead of a focus associated with the process of change, the depth study causation questions may also relate to the causes of an event, development, success, failure and so on. The emphasis in the depth studies is on the interaction of aspects in society and the essence of good causal explanations is to show how factors combined to bring about an outcome.

#### Question 4/5(c)

For the (c) question, students have a choice between (i) and (ii). The questions are worth 16 marks (AO1 6; AO2 10) and are designed in the same way as questions 5 and 6 in Paper 1 above (page 24) – except that they will relate to the short periods of time appropriate for a depth study.

The (c)(i) and (ii) questions are each presented as a quotation with which students are asked to agree or disagree and explain their answer. The questions may target any of the second-order concepts (cause, consequence, change, continuity, significance, similarity and difference). For example:

Medieval option B1	4(c) (i) 'The main reason William I was able to keep control of England in the years 1066–75 was the building of castles.'	Causation
Medieval option B2	5(c) (ii) 'The loss of Normandy was the main consequence of England's involvement in war in the years 1189–1204.'	Consequence
Tudor option B1	4(c) (ii) 'The main change for the Church in England in the years 1534–40 was that it had to accept King Henry as its head.'	Change
Tudor option B2	5(c) (i) 'The threat of invasion was Elizabeth's main problem when she became queen in 1558.'	Significance

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### Paper 2 Section B mark schemes

#### Question (a)

This first question is marked on a points-based mark scheme as described in Paper 1 (see page 19).

For example:

Question	
4(a)	Describe <b>two</b> features of the Amicable Grant (1525). <b>Target:</b> Knowledge of key features and characteristics of the period. <b>AO1:</b> 4 marks.
<b>Marking instructions</b>	
Award 1 mark for each valid feature up to a maximum of two features. The second mark should be awarded for supporting information. e.g. <ul style="list-style-type: none"><li>• It was a non-parliamentary tax <b>(1)</b> that was organised by Wolsey <b>(1)</b>.</li><li>• It was designed to raise money to fight France <b>(1)</b> and it was levied on secular and ecclesiastical possessions <b>(1)</b>.</li><li>• There were some objections and open rebellion <b>(1)</b> and as a result the king changed his mind <b>(1)</b>.</li></ul> Accept other appropriate features and supporting information.	

#### Questions (b) and (c)

These questions are marked using the same 12- and 16-mark generic four-level descriptors as for Paper 1 (see page 26), and the same mark ceilings are in place in each of Levels 2, 3 and 4 for answers which do not include aspects beyond those prompted by the stimulus.

The indicative content makes clear that in Paper 2, in contrast to Paper 1, more detailed knowledge of the much shorter time span is expected. In the case of Paper 2, reference to 'good knowledge' and wide-ranging knowledge in the Level 3 and 4 descriptors requires deployment of information in depth about the issue raised by the question. For example, in Paper 2 Tudor depth 5(c)(ii) the eight bullet points relate to the short period 1569–70 compared with option 12 question 6 where they relate to two centuries.

### AO2 making judgements and applying criteria

All the 16-mark AO1 and AO2 questions require students to make a judgement: 'How far do you agree?'

The mark scheme progression in the relevant strand (bullet point 3) moves from judgements that are asserted to judgements that are justified by the application of criteria.

It may be helpful for students to think in terms of the criteria for judgement they apply when making decisions [judgements] in everyday life – to buy clothes (fit, fashion and price) or prefer a certain TV programme or film (artists, characters, special effects, storyline). For example:

'I chose this pair of trousers. It was the best.'	A judgement given, with justification asserted.
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'I chose this pair of trousers because it suited me best.'	A judgement with some justification, but without the evidence of valid criteria being applied.
'I chose this pair of trousers because, although others were a better fit or better price [+ comparative details], this pair was the best combination of a good fit round the waist and the right length at a price of [xx] which I could afford.'	Exemplifies the use of criteria for overall judgement and with justification.

In the case of Tudor options 4(c)(i):

'Wolsey's failure to gain an annulment of Henry's marriage was the main reason why he fell from power in 1529.' How far do you agree?

Explain your answer.

You may use the following in your answer:

- relations with Pope Clement VII
- the nobility

You must also use information of your own.

The indicative content suggests a range of factors which could be used to support and counter the statement. The strongest answers will provide a basis for choosing to agree or disagree.

#### **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:

- Wolsey was unable to weaken the grip of Charles V over Pope Clement, and thus the annulment did not seem attainable.
- Wolsey, as Cardinal, was expected to have sway with Pope Clement, but Wolsey was unable to persuade Pope Clement in favour of Henry's case; Wolsey's links to the pope prompted questions of his loyalty.
- Henry's disappointment in relation to Wolsey's failure was clear and his antipathy towards Wolsey grew.
- The rise of the Boleyn faction at Court meant pressure on Wolsey grew, as did Henry's dissatisfaction, prompted by the faction.

Relevant points to counter the statement may include:

- Wolsey was unable to control nobles at Court by the late 1520s and his power base was weakening – many nobles disliked Wolsey and sneered at his background, and they undermined his position.
- Wolsey had concentrated too much power in and around himself and had few allies in the nobility to help him.
- Foreign policy failures weakened Wolsey, independent of the issue of the annulment.
- Wolsey's own personality eventually militated against him – he failed to acknowledge and deal with the challenges he faced.

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For example, an answer might show that Wolsey was weakened by noble opposition and foreign policy failures, but reach an overall judgement that the failure to gain an annulment was more significant. The justification the students could use could be that Wolsey was initially able to survive the opposition of the nobility and that the failure of the annulment was decisive in that it greatly reduced the King's regard for him, strengthening the position of his noble opponents including the powerful Boleyn faction, which in turn fatally weakened his position.

### 4.4 Paper 3

For Paper 3, students will see questions only on the option for which they have been entered.

#### Paper 3 assessment overview

	Total marks	Assessment objective	Question description	Example question stem
1	4	AO3	Making inferences from sources	Give <b>two</b> things you can infer from Source A about...
2	12	AO1 AO2	Explanation of causation	Explain why... You may use the following in your answer. <i>+ two stimulus points</i>
3a	8	AO3	Evaluation of source utility	How useful are Sources B and C for an enquiry into...?
3 (b)	4	AO4	Analysis of interpretations for difference of view	What is the main difference between the views?
3 (c)	4	AO4	Explanation of a reason for a difference of view	Suggest one reason why Interpretations 1 and 2 give different views about...
3(d)	16 + 4 SPaG	AO4	Evaluation of a historical interpretation	How far do you agree with Interpretation [1/2] about...?

Paper 3 is divided into two sections, the second of which is a case study based on a package of contemporary and secondary material. Section A addresses specification content which is not addressed in Section B and is designed to widen the range of topics covered, since Section B is necessarily tightly focused on a limited content range and a single issue.

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### Paper 3 Section A

Section A targets AO1, AO2 and AO3.

#### Question 1

Making inferences from one source.

The question is phrased as:

Give <b>two</b> things you can infer from Source A about...	
Complete the table below.	(4)

The question wording replaces the previous 'What can you learn from Source x about...?' The revised wording makes it clear that the question target is not comprehension of source content, but goes beyond that to target the ability to read between the lines or see beneath the surface to make inferences.

The answer table is constructed to support students in making the required number of inferences and in providing detail from the source to support the inference. The table is also designed to keep the response short: the question is only worth 4 marks and extended responses are not required.

Valid detail to support an inference may take the form of a quotation or paraphrase from the source, or a valid comment about the source or its content. In the examples of supporting detail below, the first is a quotation, the second a paraphrase and the third a valid comment about the source.

The source for question 1 is placed in the question paper both to simplify the process of dealing with it for candidates and to make sure it is not used by mistake in conjunction with the case-study collection of material for section B – which is necessarily collated in a separate booklet.

Question 1 is marked using a point-based mark scheme (see page 19). 2 marks are available for each inference and are awarded: 1 for the inference and 1 for the selection of valid supporting detail – as can be seen in the option 31 question 1 mark scheme:

Question	
1	<p>Give <b>two</b> things that you can infer from Source A about Hitler's leadership of the Nazi Party in the 1920s.</p> <p><b>Target:</b> Source analysis (making inferences).</p> <p><b>AO3:</b> 4 marks.</p>
Marking instructions	
<p>Award 1 mark for each valid inference up to a maximum of two inferences. The second mark should be awarded for supporting detail selected from the source.</p> <p>e.g.</p> <ul style="list-style-type: none"><li>• <i>Hitler was not interested in details, most important to him was control (1). Hitler said, 'Power first! Afterwards we can act as events occur.'</i> (1)</li><li>• <i>Hitler was impatient with people in the Party who opposed him (1). Strasser said: '...who even then could hardly bear contradiction.'</i> (1)</li><li>• <i>Hitler was a short-tempered and dictatorial leader (1). Hitler thumped the table saying: 'Power first!'</i> (1)</li></ul> <p>Accept other appropriate alternatives.</p>	



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### Question 2

Question 2 requires an explanation (AO1 6; AO2: 6) and is worded:

Explain why...

Two points of stimulus are provided. The question stem remains the same from year to year.

The operation of the question 2 mark scheme follows the practice outlined for Paper 2 questions 4/5 (a) and (b) above (page 37).

### Paper 3 Section B

Section B targets AO3 and AO4.

Question 3 is subdivided into:

3(a) AO3, 8 marks

3(b) AO4, 4 marks

3(c) AO4, 4 marks

3(d) AO4, 16 marks.

### Question 3(a)

This question targets the ability to analyse and evaluate source utility. The question and mark schemes make the same demands as Paper 1, question 2(a)

The question is worded as

Study Sources B and C.

How useful are Sources B and C for an enquiry into...?

The guidance for Paper 1 question 2(a) and its mark scheme above (pages 17 and 21), also applies to this question Paper 3 question 3(a). These sources will also be contemporary to the period of study and may be written or visual.

In the case of Paper 3, the sources are chosen to introduce the topic that is also the focus of question 3(b), 3(c) and 3(d). They provide evidence which candidates may make use of in question 3(c) (see below). For example, in option 31 the focus of the issue is attitudes to the Hitler Youth movement, and the sources used for question 3(a) have already provided evidence which indicates that there was support for and resistance to the Hitler Youth among young men at the time.

Beginning with the use of sources contemporary to the period that are also related to the issue of interpretation in this section of the paper is designed to embed the understanding that interpretations of history are grounded in evidence.

### Historical interpretations

Questions 3(b), 3(c) and 3(d) together meet the AO4 criteria requirements that students should analyse and evaluate interpretations, explaining how and why they differ. The questions have been carefully stepped for accessibility and separated into three elements: how differ, why differ and then evaluation of one of the views so that students can become clear, before they attempt 3(d), that there is material which supports and which counters the view they are evaluating.

Questions 3(b), 3(c) and 3(d) are based on two secondary extracts. These are labelled 'interpretations' in the Sources/Interpretations Booklet to distinguish them clearly from the sources contemporary to the period used in question 3(a). Strictly speaking these are secondary extracts which could be said to offer an interpretation within them; at GCE the term 'extract' is used. We decided that at GCSE it was more helpful to students to use the term 'interpretation' to emphasise the



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difference between their AO3 focus in question 3(a) and the AO4 focus for 3(b), 3(c) and 3(d).

The extracts may be interpretations of an aspect of the period taken from textbooks or from the writings of historians, suitably eased for accessibility. Where an extract is eased, the original meaning of the author will not be altered in the process.

##### Question 3(b)

3(b) asks students to use the substance of the interpretations (e.g. information, tone, emphasis contained within them) to analyse and explain how they differ. The task simply requires students to demonstrate their understanding of the key message being conveyed within the texts; they are not required to bring in other matters (e.g. knowledge of historical context, methods, authorship, the date that it was written, etc.). However, an appreciation of the nature of historical interpretation (as characterised by emphasis, claim and judgement) will underpin students' appreciation of the differences.

Students should understand the differences between what they are asked to do in 3(a), where they examine sources as evidence which are the building blocks used by historians in the process of creating accounts, and what they are asked to do in 3(b), which is to analyse a difference in the finished product (the constructed account). For this reason, we have been careful not to distract students and blur the distinction between evidence and interpretations of history by choosing extracts in 3(b) which would lead them into discussing issues of provenance which they use centrally for 3(a).

In 3(b), students should focus on the overall message each extract conveys – for example, by its selection of content, its emphasis, its explanation or comment.

For example, option 31 question 3(b);

**(b) Study Interpretations 1 and 2. They give different views about the attitudes of young people towards the Hitler Youth movement.**

What is the main difference between these views?

Explain your answer, using details from both interpretations.

(4)

**Interpretation 1:** From *Germany 1918–45* by J Cloake, published in 1997.

Many young people were attracted by the exciting and interesting activities of the youth movements. There were many outdoor events such as camping and hiking as well as sports. Some enjoyed the military aspects of the youth movements, the uniforms, the marching and the discipline. Other young people liked the music that was a frequent part of cultural activities or the military parades. There was great comradeship among the Hitler Youth.

**Interpretation 2:** From *Germany 1858–1990: Hope, Terror and Revival* by A Kitson, published in 2001.

The movement became less popular towards the late 1930s as the activities became increasingly focused on preparations for war and the discipline became more strict when membership became compulsory. There was a growing resentment at the way Hitler Youth leaders acted as if they were better than members who were barely younger than they were. Some youngsters began to kick against the restrictions of the Hitler Youth.

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The instruction to identify a 'main difference between the views' is there to encourage a brief answer with a secure focus on 'view', rather extensive cross-referencing of details in the extracts.

Questions may relate to any aspect of the content specified, but the focus will be a central issue. In the sample assessment materials, for example, option 30 focuses on 'different views about the effects of collectivisation on the Soviet Union in the years 1928–41'; option 32 focuses on different views about the aims of the Hundred Flowers campaign; and option 33 on different views about attitudes in the USA towards involvement in the Vietnam War. These differences relate to: attitudes, aims, effects; other foci are possible, both on other areas of specification content and on other second-order concepts that historians address. They could relate to difference of view about causes or changes, for example.

In the case of attitudes or effects, students could usefully begin by thinking about whether a view suggests these were positive or negative (language, tone and emphasis or selection of material will indicate that); in the case of change, whether change or continuity is emphasised; and in the case of cause, whether different causes are emphasised by the authors. When a key point of difference has been identified, good answers will use details from the extracts to show that difference.

For example in the two extracts from 31 above, it is clear that the emphasis in Interpretation 1 is on positive attitudes to the Hitler Youth and in Interpretation 2 on negatives.

The table below analyses some of the details to show the way in which the differences of view are conveyed:

	<b>Interpretation 1 emphasises positive attitudes</b>	<b>Interpretation 2 emphasises negative attitudes</b>
Language and tone	Exciting, interesting, enjoyed, liked, comradeship	Less popular, growing resentment, kick against
Selection of information	Outdoor events, sports, music, parades Some enjoyed the marching and discipline	Discipline became more strict, membership compulsory, resentment of HY leaders
Points of emphasis	Many young people were attracted; there was great comradeship	Movement became less popular towards late 1930s when focused on preparation for war Some youngsters began to kick against restrictions

It is interesting to note that discipline appears in both – given a positive gloss in Interpretation 1 and a negative in Interpretation 2. Examples such as this could help students see that passages can be analysed in terms not only of the selection, but also the treatment of material included.

### Question 3(c)

This question asks students to suggest why the interpretations may differ.

They are invited (but not required) to use Sources A and B. This gives students opportunities to draw on an understanding that interpretations may differ for several reasons. They may, if they choose not to use the sources, explain other reasons which are appropriate in the case of the extracts presented to them (see mark scheme and guidance below).

However, students should distinguish between their comments on contemporary sources and on these texts. Responses based on matters such as the origin or time of production of these secondary works are unlikely to be valid for this question.

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Such answers would blur the distinction between evaluation of *sources* in terms of authorship and purpose, and explanation of difference of views about an aspect of history presented in a secondary work. It is important to avoid the dangers of students at this level forming assumptions that matters such as the time of or circumstance of writing will *necessarily* affect the thrust of interpretation. While this is a valid consideration when students have detailed knowledge of a nominated historical controversy and its historiography, it is not a useful line of argument without that detailed knowledge and may lead to invalid assumptions or unsupported assertions.

##### **Question 3(d)**

This question focuses on evaluating the view contained in one of the interpretations. Students are instructed to do this based on their knowledge and understanding of periods/events studied, and on the other interpretation which provides a counter view. Questions (b) and (c) have provided a stepped approach to this task by requiring students to become thoroughly familiar with the material in both extracts and with the difference between the two interpretations. This approach to the evaluation of interpretations embeds the understanding that histories give rise to discussion and debate, and that judgements must be based on knowledge and understanding of period.

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### Paper 3 Section B mark schemes

For **question 3(a)** (AO3: 8 marks), the mark scheme operates in the same way as Paper 1 2(a) (p 21).

**Question 3(b)** (AO4: 4 marks) is marked using a two-level mark scheme.

For example:

Question		
<b>3 (b)</b>		Study Interpretations 1 and 2. They give different views about the attitudes of young people towards the Hitler Youth movement. What is the main difference between the views? Explain your answer, using details from both interpretations. <b>Target:</b> Analysis of interpretations (how they differ). <b>AO4:</b> 4 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"><li>Limited analysis of the interpretations is shown by the extraction or paraphrase of some content, but differences of surface detail only are given, or a difference of view is asserted without direct support.</li></ul>
2	3–4	<ul style="list-style-type: none"><li>The interpretations are analysed and a key difference of view is identified and supported from them.</li></ul>
<b>Marking instructions</b> Markers must apply the descriptors above in line with the general marking guidance (page 3).		
<b>Indicative content guidance</b> 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. <ul style="list-style-type: none"><li>A main difference is that Interpretation 1 emphasises the enthusiasm for and attractions of the Hitler Youth by mentioning the hiking, sports and camping trips. Interpretation 2 emphasises the unpopularity of the Hitler Youth and its less attractive activities such as those designed to prepare the youngsters for war.</li></ul>		

The move to Level 2 is seen when a clear difference of view is indicated and detail from the extracts (information chosen for inclusion/use of language and tone/points of emphasis) is added to support the point made. The indicative content has exemplified a difference of emphasis (enthusiasm v. unpopularity), supported by comparison of information chosen for inclusion – the authors' choice/selection of information regarding the activities mentioned in each. Other elements of the table above could also be used, but it is not necessary to include all three elements in this short response.

Responses will stay in Level 1 if they assert differences without support (for example, simply saying Interpretation 1 is positive and Interpretation 2 negative) or if they give differences of detail (for example, Interpretation 1 includes hiking and Interpretation 2 the resentment of the leaders) without showing how these details convey a difference of view.

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**Question 3(c)** (AO4: 4 marks) is marked using a two-level mark scheme.

For example:

Question		
<b>3 (c)</b>		Suggest <b>one</b> reason why Interpretations 1 and 2 give different views about attitudes of young people towards the Hitler Youth. You may use Sources A and B to help explain your answer. <b>Target:</b> Analysis of interpretations (why they differ). <b>AO4:</b> 4 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"><li>A simple valid explanation is offered but displaying only limited analysis. 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 implied linkage to the explanation.</li></ul>
2	3–4	<ul style="list-style-type: none"><li>An explanation of a reason for difference is given, analysing the interpretations. The explanation is substantiated effectively.</li></ul>
<b>Marking instructions</b> Markers must apply the descriptors above in line with the general marking guidance (page 3).		
<b>Indicative content guidance</b> 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. <ul style="list-style-type: none"><li>The interpretations may differ because they have given weight to different sources. For example Source B provides some support for Interpretation 1 which stresses the attractions of the Hitler Youth while Source A provides some support for Interpretation 2 which emphasises the less popular activities of the Hitler Youth.</li><li>The interpretations may differ because they are partial extracts, with Interpretation 1 mentioning only what attracted those who joined the Hitler Youth Movement and Interpretation 2 focusing only on the later 1930s and the reasons why it became less popular.</li><li>They may differ because the authors have a different emphasis – Interpretation 1 is dealing with a range of features of the Hitler Youth and mainly leisure activities; Interpretation 2 focuses on discipline and how it prepared youngsters for the war.</li></ul>		

Only one reason is required. The move to Level 2 is achieved when the answer gives a valid reason with specific support that is related to the provided material. Learnt responses about 'why historians differ' are not what is looked for here. However students' understanding of why it is that historians come to different conclusions or have different emphases will underpin a good response to this question. This is not a nominated controversy. There is no need for students to acquire a background in the historical debates relevant to their Paper 3 depth study, but they should appreciate that historians legitimately have differences of view or come to different conclusions when they conduct their enquiries into the evidence.

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Students may use the provided Sources B and C to help them to construct a response. They could use the sources to show that the evidence of the period points in different directions and can support the different views, hence difference of view may arise from the weight the authors have given to the evidence they used.

The contemporary Sources B and C do not have to be used. The indicative content makes clear that other valid approaches to explaining difference will be credited; these could, for example, be linked to the interests or focus of the writers evident in the extracts. In the case of the extracts provided for option 31, 1 is dealing with the range of leisure activities available in the Hitler Youth and the earlier period, 2 is dealing with the later period and preparations for war.

**Question 3(d)** 20 marks (AO4: 16 marks; SPGST 4 marks) is marked for AO4 using a four-level mark scheme. Progression is traced in three strands:

- the quality of the judgement based on reasoning
- the analysis of the provided material
- the deployment of knowledge of the historical context to support the application of criteria.

Question		
<b>3 (d)</b>		<p>How far do you agree with Interpretation 2 about the attitudes of young people towards the Hitler Youth movement? Explain your answer, using both interpretations and your knowledge of the historical context.</p> <p><b>Target:</b> Analysis and evaluation of interpretations.</p> <p><b>AO4:</b> 16 marks.</p> <p><b>Spelling, punctuation, grammar and the use of specialist terminology (SPaG):</b> up to 4 additional marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> <li>• Answer offers simple valid comment to agree with or counter the interpretation. <b>Limited analysis of one interpretation is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation.</b> <b>Generalised contextual knowledge is included and linked to the evaluation.</b></li> </ul>
2	5–8	<ul style="list-style-type: none"> <li>• Answer offers valid evaluative comment to agree with or counter the interpretation. <b>Some analysis is shown in selecting and including details from both interpretations to support this comment.</b> <b>Some relevant contextual knowledge is included and linked to the evaluation.</b> An overall judgement is given but its justification is insecure or undeveloped and a line of reasoning is not sustained.</li> </ul>
3	9–12	<ul style="list-style-type: none"> <li>• Answer provides an explained evaluation, agreeing or disagreeing with the interpretation. <b>Good analysis of the interpretations is shown indicating difference of view and deploying this to support the evaluation.</b> <b>Relevant contextual knowledge is used directly to support the evaluation.</b> An overall judgement is given with some justification and a line of reasoning is generally sustained.</li> </ul>

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4	13–16	<ul style="list-style-type: none"> <li>Answer provides an explained evaluation, reviewing the alternative views in coming to a substantiated judgement. <b>Precise analysis of the interpretations is shown, indicating how the differences of view are conveyed and deploying this material to support the evaluation.</b> 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.</li> </ul>
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### Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

No credit may be given for contextual knowledge unless it is linked to evaluation of the interpretations.

In all levels, the second sentence relates to analysis and while the rest relate to evaluation. The following rules will apply:

- In Level 1, answers that meet the requirements only in relation to analysis without evidence of evaluation should be awarded 1 mark.
- In other levels, answers that meet the requirements only in relation to analysis (but that also fully meet the descriptors for evaluation of the level below) should be awarded no more than the bottom mark in the level.

It can be seen that the generic level descriptors for the 16-mark judgement questions have much in common with the four-level mark schemes used in Papers 1 and 2 for AO1 and AO2 – in particular the progression in the ability to support judgements and apply criteria in the process of making them. In this linear specification, whatever order the papers are taught in, the experience of the learners in one aspect can support their progression in the next when the fundamental principles of progression are consistent.

In Papers 1 and 2, the indicative content for the 16-mark judgement questions is grouped into points which support and points which counter the statement to be tested; in question 3(d) of Paper 3 the alternative views are provided by the two extracts. For Paper 3, 3(d), therefore, the indicative content is organised to suggest relevant points from the provided material and own knowledge which first support the view to be evaluated and then those that counter it. In coming to an overall judgement, high-level responses will engage with support for and against the view to be tested and must make use of provided material *and* knowledge of the context.

For example, this can be seen in the indicative content for option 31 question 3(d). The points picked out in blue are examples of relevant knowledge of context which could be deployed to support or counter the view.

### 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 Interpretation 2 suggests that the Hitler Youth was not popular with the young.

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

- Interpretation 2 suggests that the Hitler Youth was not popular with the young because the activities were increasingly devoted to preparing them for war.**



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- Interpretation 2 suggests that there was little enthusiasm for the Hitler Youth because of the attitude of some of the Hitler Youth leaders.
- There was evidence of falling membership in the later 1930s as well as fewer members of the Hitler Youth attending meetings.
- Some of the young preferred to join other youth organisations – so much so that, in 1936, these were banned by Hitler.
- Alternative youth groups such as the Edelweiss Pirates were set up by those who did not like the Hitler Youth.

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

- Interpretation 1 suggests that the Hitler Youth movement was popular with the young because it provided a range of exciting activities.
- Interpretation 1 also suggests that the Hitler Youth was popular because it encouraged a feeling of comradeship.
- Many girls enjoyed the Hitler Youth, more especially the League of German Maidens because it enabled them to take part in activities that had previously been only for boys.
- Members of the Hitler Youth were often made to feel important. For example many were able to watch the Berlin Olympics of 1936.
- By 1936, even before it was compulsory, two-thirds of girls and boys were members of the Hitler Youth.

The mark scheme does not insert mark ceilings or stipulate a balance between use of the provided material and deployment of knowledge, since there is not a separate mark-weighting for knowledge. Were an answer to be so unbalanced that one strand was absent, a 'best-fit' application of the mark scheme would reach a judgement on the most appropriate level for an answer which was below baseline in one element and fitted the Level 4 descriptor in the other. A mark in the region of the Level 2/Level 3 borderline might be awarded according to the quality of what was in the response. Note however that the marking instructions allow no credit for knowledge displayed in isolation, since there are no AO1 marks here – knowledge must be applied. Also, an answer overly-reliant on analysis of the extracts is restricted to the bottom mark point in any level – it must meet the descriptor in the other strands to move beyond the lowest mark point (and must, of course, have met the descriptor in the other strands in the level below to achieve the bottom mark point for analysis in the level above).



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### 4.5 Spelling, punctuation and grammar (SPaG)

The Ofqual requirements specify that:

In each specification as a whole, 5 per cent of the marks must be used to credit the accuracy of candidates' spelling, punctuation and grammar and their use of specialist terminology.

The wording of the descriptors has been amended for reformed GCSE qualifications. The table below shows the former and new wording. Candidates may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question.

	<b>2013 GCSE SPaG descriptors</b>	<b>New SPaG descriptors</b>
<b>High performance</b>	Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<ul style="list-style-type: none"><li>• Learners spell and punctuate with consistent accuracy</li><li>• Learners use rules of grammar with effective control of meaning overall</li><li>• Learners use a wide range of specialist terms as appropriate</li></ul>
<b>Intermediate performance</b>	Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<ul style="list-style-type: none"><li>• Learners spell and punctuate with considerable accuracy</li><li>• Learners use rules of grammar with general control of meaning overall</li><li>• Learners use a good range of specialist terms as appropriate</li></ul>
<b>Threshold performance</b>	Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<ul style="list-style-type: none"><li>• Learners spell and punctuate with reasonable accuracy</li><li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li><li>• Learners use a limited range of specialist terms as appropriate</li></ul>
<b>No marks awarded</b>		<ul style="list-style-type: none"><li>• The learner writes nothing</li><li>• The learner's response does not relate to the question</li><li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li></ul>

It should be noted that there is no longer a requirement for Quality of Written Communication (QWC) to appear in the levels-based mark schemes.

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In the new Edexcel specification, there are 160 marks for the qualification, so there are 8 SPaG marks in total. The decision was to allocate 4 SPaG marks to the two 16-mark questions in the shorter papers which assess one content element only:

- Paper 1, question 5/6
- Paper 3, question 3(d)

The table below shows how the 4 marks are allocated across the three performance levels.

Performance	Mark	Descriptor
<b>No marks awarded</b>	0	<ul style="list-style-type: none"><li>• The learner writes nothing</li><li>• The learner's response does not relate to the question</li><li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li></ul>
<b>Threshold performance</b>	1	<ul style="list-style-type: none"><li>• Learners spell and punctuate with reasonable accuracy</li><li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li><li>• Learners use a limited range of specialist terms as appropriate</li></ul>
<b>Intermediate performance</b>	2–3	<ul style="list-style-type: none"><li>• Learners spell and punctuate with considerable accuracy</li><li>• Learners use rules of grammar with general control of meaning overall</li><li>• Learners use a good range of specialist terms as appropriate</li></ul>
<b>High performance</b>	4	<ul style="list-style-type: none"><li>• Learners spell and punctuate with consistent accuracy</li><li>• Learners use rules of grammar with effective control of meaning overall</li><li>• Learners use a wide range of specialist terms as appropriate</li></ul>

## 5. 9–1 grading

Ofqual has provided the following information about the new 9–1 grading:

- 1 is the lowest, anchored to grade G: 'The bottom of grade 1 will be aligned with the bottom of grade G.'
- 7 will be anchored to grade A: 'Broadly the same proportion of students will achieve a grade 7 and above as currently achieve an A and above.'
- 9 is the highest, for the top 3% or so: 'For each examination, the top 20 per cent of those who get grade 7 or above will get a grade 9 – the very highest performers.'
- 4 will be anchored to grade C: 'Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.'
- 5 will be set between C and B: 'Grade 5 will be positioned in the top third of the marks for a current Grade C and bottom third of the marks for a current Grade B.'
- The diagram below provides a visual representation of this information.

