

GCSE

WJEC Eduqas GCSE in
HISTORY

ACCREDITED BY OFQUAL

GUIDANCE FOR TEACHING

Teaching from 2016



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Introduction

The WJEC Eduqas GCSE in History (9-1) specification is available for teaching from September 2016. The first full GCSE awards for this specification will be made in summer 2018. The specification can be delivered and assessed in centres in England and independent schools in Wales.

The WJEC Eduqas GCSE in History (9-1) specification fully meets the demands of the DfE subject content for History.

This Guidance for Teaching is one of a number of ways in which WJEC Eduqas provides assistance to teachers delivering this specification. Also essential are the Sample Assessment Materials (question papers and marking schemes).

Other provision which you will find useful is:

- easy access to the specification and other key documents on the WJEC Eduqas website
- CPD advice available via the WJEC Eduqas website
- additional resources on specific options available in Spring 2016 on the website
- easy access to both the Subject Officer and to administrative sections.

Contact points for WJEC Eduqas GCSE in History (9-1) are as follows:

Paula Morgan (Subject Officer)	paula.morgan@eduqas.co.uk	029 2240 4278
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Subject page	http://eduqas.co.uk/qualifications/history	
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DfE Subject Content

This guidance has been written to give support and advice regarding the WJEC Eduqas GCSE specification in History. Major changes have taken place to existing specifications following the publication of the DfE subject content for reformed GCSE History qualifications in History.

The DfE requirements for GCSE History stipulate five elements:

- Two Studies in Depth (one British and one non-British from different historical eras)
- One Period Study
- One Thematic Study covering all three historical eras (Medieval, 500-1500; Early Modern, 1450-1750, and Modern, 1700 – present day)
- Study of an historic environment

Continuing Professional Development

CPD has been delivered to assist in explaining the WJEC Eduqas GCSE in History qualification. WJEC Eduqas will continue to deliver CPD in England for each year of the qualification.

Please use the following link to search for CPD events and make bookings:

<http://shop.wjec.co.uk/index.php?nav=13&stage=3&cid=371&langID=1>

Frequently asked questions

- Q. When should we start teaching the WJEC Eduqas GCSE in History (9-1) specification?
- A. The new specification is for first teaching in September 2016. The first award is summer 2018.
- Q. When will the current strengthened specification be assessed for the last time?
- A. The last assessment opportunity for the current strengthened specification will be in summer 2017.
- Q. How long will the WJEC Eduqas specification be available?
- A. It is not envisaged that there will be any revisions to the criteria for GCSE History for at least five years.
- Q. Is the WJEC Eduqas specification unitised?
- A. No. The course is fully linear and all units must be taken at the end of the course.
- Q. Is there controlled assessment?
- A. No. Controlled Assessment is no longer used for assessment in the reformed GCSE History qualifications available in England.

The Structure of the WJEC Eduqas GCSE History Specification

Content

The WJEC Eduqas GCSE History specification has two components:

- Component 1 is entitled *Studies in Depth* and involves the study of two depth studies, one British and one non-British from a choice of eight options in total. The studies in depth must be chosen from different historical eras as defined by the DfE subject content (Medieval, 500-1500; Early Modern, 1450-1750 and Modern 1700-present). Component 1 is worth 50% of the qualification.
- Component 2 is entitled *Studies in Breadth* and involves the study of one Period Study from a choice of four options, and one Thematic Study from a choice of four options. **The Thematic Studies include the study of a nominated historic site.** Component 2 is worth 50% of the qualification.

Study of an historic site

The study of an historic site is part of the Thematic Study and is worth 10% of the qualification. Each Thematic Study option nominates historic sites which will be studied for two years after which a new historic site is nominated. The nominated historic sites will be examined for two examination cycles (see pages 24, 26, 28 and 30 of the specification).

Assessment

Teachers should note two key points about the assessment of the specification:

- the style of each examination paper - British studies in depth, non-British studies in depth, period studies and thematic studies - is different
- the style of the papers mean that the assessment will be unpredictable

Combination of options

All permitted combinations of options can be found in Appendix A of the specification (see page 34). Entry codes for each option can be found on page 32 of the specification.

Prohibited combinations

Teachers should also note that there are three prohibited combinations of options due to content overlap. These are:

1D. Austerity, Affluence and Discontent: Britain, 1951-1979 and
2D. The Development of the UK, 1919-1990

1G. Germany in Transition, 1919-1939 and
2B. The Development of Germany, 1919-1991

1H. The USA: A Nation of Contrasts, 1910-1929 and
2A. The Development of the USA, 1929-2000

The WJEC Eduqas course at a glance

What options can schools choose from?

Component 1: Studies in Depth

Learners are required to study **one** option from **1A-D** and **one** option from **1E-H**. The two options studied **must be from different historical eras** (Medieval, 500-1500; Early Modern, 1450-1750; and Modern, 1700-present).

Medieval *

Early Modern **

Modern ***

British Studies in Depth

1A. Conflict and Upheaval: England, 1337-1381 *

1B. The Elizabethan Age, 1558-1603 **

1C. Empire, Reform and War: Britain, 1890-1918 ***

1D. Austerity, Affluence and Discontent: Britain, 1951-1979 ***

Non-British Studies in Depth

1E. The Crusades, c.1095-1149 *

1F. The Voyages of Discovery and Conquest of the Americas, 1492-1522 **

1G. Germany in Transition, 1919-1939 ***

1H. The USA: A Nation of Contrasts, 1910-1929 ***

Component 2: Studies in Breadth

Learners are required to study **one** option from **2A-2D** and **one** option from **2E-2H**.

Due to content overlap candidates are not permitted to combine the following options: 1D and 2D; 1G and 2B; and 1H and 2A.

Period Studies

- 2A. The Development of the USA, 1929-2000
- 2B. The Development of Germany, 1919-1991
- 2C. The Development of the USSR, 1924-1991
- 2D. The Development of the UK, 1919-1990

Thematic Studies

- 2E. Changes in Crime and Punishment in Britain, c.500 to the present day
- 2F. Changes in Health and Medicine in Britain, c.500 to the present day
- 2G. The Development of Warfare in Britain, c.500 to the present day
- 2H. Changes in Entertainment and Leisure in Britain, c.500 to the present day

The requirement to study an historic site is part of the Thematic Study.

How is assessment arranged?

The WJEC Eduqas specification will be assessed in the following way:

Component 1

An examination session of **2 hours**, split into two papers:

- one paper of 1 hour assessing the British Study in Depth (five questions)
- one paper of 1 hour assessing the Non-British Study in Depth (five questions)

Component 2

An examination session of **2 hours**, split into two papers

- one paper of 45 minutes assessing the Period Study (five questions)
- one paper of 1 hour 15 minutes assessing the Thematic Study (seven questions)

Each component will be assessed in one examination session. This means that the two papers within each component will be in the same examination session.

Regulations permit a ten-minute break for candidates between each examination paper within the session.

Resources

WJEC Eduqas appreciates that the changes that many centres will have to make to their teaching from September 2016 will have resource implications. Resources will be available for teachers on all the available options. These will be created by a variety of authors and publishers. It is anticipated that all resources will be available by the summer of 2016.

Option 1A	Conflict and Upheaval: England, 1337-1381	Electronic resources available here
Option 1B.	The Elizabethan Age, 1558-1603	Published by Hodder Education Electronic resources available here
Option 1C	Empire, Reform and War: Britain, 1890-1918	Electronic resources available here
Option 1D	Austerity, Affluence and Discontent: Britain, 1951 – 1979	Electronic resources available here
Option 1E	The Crusades, c.1095-1149	Electronic resources available here
Option 1F.	The Voyages of Discovery and Conquest of the Americas, 1492-1522	Electronic resources available here
Option 1G	Germany in Transition, 1919-1939	Published by Hodder Education Electronic resources available here
Option 1H	The USA: A Nation of Contrasts, 1910-1929	Existing resource published by Hodder Education Electronic resources available here
Option 2A	The Development of the USA, 1929-2000	Published by Hodder Education Electronic resources available here
Option 2B	The Development of Germany, 1919-1991	Electronic resources available here
Option 2C	The Development of the USSR, 1924-1991	Electronic resources available here
Option 2D	The Development of the UK, 1919-1990	Electronic resources available here
Option 2E	Changes in Crime and Punishment in Britain, c.500 to the present day	Existing resource available from CAA publishers Electronic resources available here and here
Option 2F	Changes in Health and Medicine in Britain, c.500 to the present day	Published by Hodder Education Electronic resources available here and here

Option 2G	The Development of Warfare in Britain, c.500 to the present day	Electronic resources available here
Option 2H	Changes in Entertainment and Leisure in Britain, c.500 to the present day	Electronic resources available here

Planning your course

Do I have to study British history?

Yes. The GCSE History subject content stipulates that all courses must ensure coverage of a minimum of 40% British history. This coverage must be **'substantial and coherent.'** This specification covers this requirement by including a British Study in Depth in Component 1 and a British-based Thematic Study in Component 2.

In what order should I do the units?

There is no 'official' line on this and therefore it is your decision based on whatever suits your school best.

Will there be resits?

No. All assessments for the first WJEC Eduqas GCSE History specification will be sat **at the end of the course** in summer 2018. This will remain the situation in subsequent years during the lifetime of the qualification.

Do I need to give all the units the same amount of time?

The weighting for the different options is as follows:

- British Study in Depth - 25%
- Non-British Study in Depth - 25%
- Period Study - 20%
- Thematic Study including study of an historic site - 30%

Given the weightings attached to each study the following approach is suggested. This is a suggested approach only and centres will ultimately decide in what order to teach the different studies and how much time to devote to them. Given the requirement to study an historic site in the Thematic Study options, it is likely that more time will need to be given to the study of this option.

Example of how centres may wish to organise the course
[based on c.60 weeks teaching over 2 years]

<i>Term 1</i>	Elizabethan Age, 1558-1603	15 weeks
<i>Term 2</i>	Germany in Transition, 1919-1939	15 weeks
<i>Term 3</i>		
<i>Term 4</i>	The Development of the USA, 1929-2000	12 weeks
<i>Term 5</i>		
<i>Term 6</i>	Changes in Health and Medicine in Britain, c.500 to the present day	18 weeks

Teaching Component 1

What is the purpose of Component 1?

Component 1 involves completing two studies in depth, one focusing upon British history, the other non-British history. This fulfils the DfE GCSE subject content which insists that students demonstrate knowledge and understanding of the past in depth and also look at key features and characteristics. Component 1 will focus mainly on the evaluation of historical sources and understanding interpretations of the past.

Why are there eight options in Component 1?

Component 1 has been arranged in eight optional studies in depth (four British and four non-British). Regulations insist that the studies in depth must:

- come from different historical eras, either Medieval, Early Modern or Modern
- cover both British and non-British history

Therefore the WJEC Eduqas specification offers the study of one Medieval, one Early Modern and two Modern options from both Britain and the wider world.

Centres must choose one British study in depth and one non-British study in depth from different eras.

What does the layout of each option mean?

The content to be studied is laid out in seven key questions, each with **required content**. This offers clarity and precision. It is to be noted that **all** aspects of the required content should be taught. The left-hand column in the content layout identifies the areas and **key questions** that should form the basis of the teaching of the section. The required **content** helps to explain the key question and gives further advice and guidance over what content to teach. It should be noted that **all areas of the required content are liable to be examined**.

Here is an example of part of the layout from option 1B. The Elizabethan Age, 1558-1603:

<i>Key Questions</i>	<i>Required content</i>
<p><u>Elizabethan government</u></p> <p>How successful was the government of Elizabeth I?</p>	<p><i>The coronation and popularity of Elizabeth; Royal Court, Privy Council and councillors; local government; the role of Parliament; taxation and freedom of speech.</i></p>
<p><u>Lifestyles of rich and poor</u></p> <p>How did life differ for the rich and poor in Elizabethan times?</p>	<p><i>Contrasting lifestyles of rich and poor; homes and fashion; causes of poverty; issue of unemployment and vagrancy; government legislation including the 1601 Poor Law.</i></p>
<p><u>Popular entertainment</u></p> <p>What were the most popular types of entertainment in Elizabethan times?</p>	<p><i>The importance of popular entertainment; cruel sports; entertainment enjoyed by the rich; the Elizabethan theatre; design, plays; attitudes towards the theatre.</i></p>

How long should each Study in Depth take to teach?

In theory, with practice on how to undertake source evaluation and revision, the whole study in depth should take around 35-40 hours of teaching [*around 14-16 weeks*]. Therefore, each of the seven key questions in the content layout is designed to be covered in approximately two weeks of lessons.

Will all the sections be examined?

No. The structure of each study in depth question paper with **five** compulsory questions means that every year, understanding of two of the key questions will not be assessed. Regulations insist that external assessments have to be unpredictable and this approach reduces any element of predictability. The order of the key questions in relation to their place on the examination paper will be **random**, thus ensuring there can be no predictability. Given these factors, **it is essential that you teach all key questions and the required content.**

General assessment of component 1 – British Study in Depth

There is considerable change to the structure of the assessment of what is now called Component 1. This change affects the British and non-British aspects of the course. In particular, the examination papers are now written in a style which enables WJEC Eduqas to assess discrete aspects of candidate performance, in this case particularly the evaluation of historical sources and interpretations of the past. This is detailed below.

The assessment of the British Study in Depth in Component 1 will focus mainly on the evaluation of historical sources and interpretations of the past. All questions must be answered. The focus of each question is shown in the table below:

COMPONENT 1 – BRITISH STUDIES IN DEPTH

Papers for Component 1 will focus mainly on the evaluation of historical sources and interpretations of the past.

All questions must be answered.

Question	Style of question	Mark
1.	Selection of information from two sources	4
2.	Source evaluation – single source contemporary to the period	8
3.	Significance question	12
4.	Connections question	10
5.	Interpretation question	16+3 SPaG
Total		53

How do I use sources contemporary to the period in teaching Component 1 – British Study in Depth?

Teaching of the British Study in Depth should focus on both the evaluation of historical sources (**contemporary to the period**) and interpretations of the past (**deliberate constructs created after the event or events**). In particular, sources used should be looked at in a variety of ways:

- for comprehension [*what does the source show / tell you / suggest about?*]
- for accuracy [*how accurate is this source in explaining?*]
- to give candidates the opportunity to learn how the historian can use sources to answer questions
- to put source material in its historical context, seeing its contribution to the bigger picture

How do I approach interpretations in teaching Component 1 – British Study in Depth?

Particular attention should also be paid to the issue of historical interpretations, with candidates being encouraged to discuss the forming of and accuracy of historical interpretations [*how far do you agree with this interpretation?*].

General assessment of Component 1 – Non-British Study in Depth

The assessment of the non-British Study in Depth in Component 1 also focuses upon the evaluation of historical sources and interpretations of the past. However, the question stems are slightly altered to provide different assessment of candidates' ability.



COMPONENT 1 – NON-BRITISH STUDIES IN DEPTH

Papers for Component 1 will focus mainly on the evaluation of historical sources and interpretations of the past.

All questions must be answered.

Question	Style of question	Mark
1.	Use of source material and knowledge to describe an aspect of history	5
2.	Purpose of source contemporary to the period	8
3.	Evaluation of different interpretations	10
4.	Utility of two sources	11
5.	Evaluation of single sentence interpretation	16+3 SPaG
Total		53

How do I use sources in teaching Component 1 – Non-British Study in Depth?

Once again this aspect of Component 1 focuses upon both the evaluation of historical sources and interpretations of the past. In particular therefore, sources should be looked at and used as follows:

- for comprehension and as a means to demonstrate wider historical knowledge [*use the source and your own knowledge to describe*]
- to evaluate the purpose of a source set within its historical context
- for making a judgement regarding the relative utility of source material [*which of the sources is more useful?*]

How do I approach interpretations in teaching Component 1 – British Study in Depth?

As with the British Study in Depth, candidates will need to focus upon the forming of historical interpretations and evaluate the accuracy of single sentence interpretations [*to what extent do you agree with this interpretation?*].

Teachers and students need to be clear and consistent in their understanding and use of the term 'source'. The term refers to material contemporary to the period being studied. Any material from after the period being studied constitutes an historical interpretation.

Detailed assessment guide for teachers and learners

Component 1 British Study in Depth

How does the paper work?

The examination paper is in booklet style and will last for 1 hour. The British and non-British papers of Component 1 will be examined in the same examination slot.

How does the British Study in Depth paper in Component 1 work?

This examination paper is based largely on the evaluation of historical sources and interpretations of the past. Candidates will answer all questions on the examination paper. These will be focused on five of the seven topic areas detailed in the specification. There will be no predetermined order regarding the positioning of the topics on the question paper. To avoid predictability the topic areas could appear in any order and related to any question.

What will the examiners look for?

Each question has a clear and specific mark scheme. The mark scheme in this teacher and student section is written to aid **assessment for learning**. The mark schemes in this section demonstrate what candidates have to do to gain certain marks. Teachers should note the structure of the mark schemes and encourage candidates to consider how to apply them to their answers.

It is important to note that the **indicative content** in the mark schemes is **NOT** prescriptive and in this respect is not a 'tick list' for examiners.

What do the questions look like?

Each question follows a particular style and each part has a specific mark scheme with a structure that reflects the particular assessment objectives (**AOs**) being tested. The question stems will remain the same for the lifespan of the papers to ensure comparability across optional papers and across the duration of the course.

THE FOLLOWING ARE EXAMPLES OF QUESTIONS FROM THE COMPONENT 1 BRITISH STUDY IN DEPTH SPECIMEN PAPER FOCUSING ON THE ELIZABETHAN AGE, 1558-1603 (1B).

Some advice regarding the application of the marking scheme for each question follows.

Rationale for Question 1

- this question will contain two sources [A and B] connected with an issue that will have been studied and identified in the required content.
- this question is worth 4 marks and targets AO3.
- the question will ask candidates to outline what can be learnt from Sources A and B.
- the focus of this question is being able to understand and extract information from a variety of source material.
- it should be noted that there are no marks awarded for own knowledge in this question.

Source A

There are four theatres in London of beauty which have various names. In them a different play is presented to the public every day. Of all the theatres, the largest is the Swan; it has space for three thousand persons and is built of flint stones supported by wooden columns, painted to look like marble. It looks like a Roman building.

[A description of Elizabethan theatres, written by Johannes de Witt, a Dutch visitor to England (1596)]

Source B



[A drawing of the Swan Theatre from the late sixteenth century]

What can be learnt from Sources A and B about the theatre in Elizabethan times? [4]

[12 x answer lines]

Question 1 mark scheme

As stated, students should aim to extract relevant historical information from the sources in addressing the question. There are **no marks awarded for own knowledge** in this question. Students should aim for a balanced use of both sources.

These are the band descriptors and mark allocations available to assessors for Question 1:

AO3(a) 4 marks		
BAND 2	Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.	3-4
BAND 1	Generalised answer with little analysis, paraphrasing or describing sources only.	1-2

Use 0 for incorrect or irrelevant answers

This is an example of the indicative content which could be used to answer this type of question. This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues which candidates may consider are:

- *The sources give much information about the theatre in Elizabethan times;*
- *Source A shows that the theatre was a popular form of entertainment given the number of theatres in London;*
- *Source A shows that great care had been taken over their construction; different plays were put on every day and they could clearly accommodate many people;*
- *Source A shows that they had a very distinctive architectural style that mirrored Roman buildings;*
- *Source B shows the layout of a theatre; galleries surrounded the stage; a flag was flown to show a play was being performed;*
- *Source B shows that the theatres were open roofed with a stage projecting out into the audience.*

Rationale for Question 2

- this question will contain one source [C] connected with an issue that will have been studied and identified in the required content.
- this question is worth 8 marks and targets AO1 and AO3.
- the question will ask candidates to analyse and evaluate the **accuracy** of the source.
- the aim of the question is to encourage candidates to reach a **substantiated judgement** about the accuracy of the source set within its historical context.
- candidates will be rewarded for discussing the strengths and limitations of the source material.
- it is important that students make a **clear judgement** in their response, stating the extent to which the source **accurately reflects** the issue in the question.

Source C

Let me warn you that there has risen, both in your Realm and mine, a dangerous Puritan sect that would have no Kings or Queens but rule by committee. I pray you stop the mouths or make shorter the tongues, of ministers who presume to speak out for the persecuted in England for the Gospel.

[Elizabeth I, writing in a personal letter to James VI of Scotland (July 1590)]

To what extent does this source accurately reflect the seriousness of the Puritan threat?
[8]

[In your answer you should refer to the strengths and limitations of the source and use your own knowledge and understanding of the historical context.]

[24 x answer lines]

Question 2 mark scheme

In teaching students how to answer this question, the focus needs to be upon encouraging them to make a **substantiated judgement** regarding the source and its accuracy. This will enable them to access the higher bands of the mark scheme that are related to AO3.

These are the band descriptors and mark allocations available to assessors for Question 2:

Please note that marks can be chosen in each strand from different bands.

AO1(b) 2 marks		AO3 (a+b) 6 marks			
			BAND 3	Analyses and evaluates the accuracy of the source, set within the context of the historical events studied. The strengths and limitations of the source material are fully addressed and a substantiated judgement is reached.	5-6
BAND 2	Demonstrates detailed understanding of the key feature in the question.	2	BAND 2	Begins to analyse and evaluate the source. A judgement, with some support is reached, discussing the accuracy of the source material set within the historical context.	3-4
BAND 1	Demonstrates some understanding of the key feature in the question.	1	BAND 1	Very basic judgement reached about the source with little or no analysis or evaluation.	1-2

Use 0 for incorrect or irrelevant answers

This is an example of the indicative content which could be used to answer this type of question. This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues which candidates may consider are:

- *the source shows* how the Puritan threat in both England and Scotland was considerable by 1590; the Puritans are identified by Queen Elizabeth as a 'dangerous sect' that would have no monarchy;
- *she advocates* that ministers should be restricted in their speeches of support for Puritan ideas;
- *the source is likely to reflect* accurately the seriousness of the Puritan threat because Elizabeth is writing in a private capacity;
- *the letter is a personal letter* not designed for public consumption;
- *she is also writing to a fellow monarch and presumptive heir to her throne;*
- *as queen she is in a position to understand the seriousness of the threat from the Puritans;*
- *the historical context* would support her assessment. Puritans had grown in number and were increasingly powerful in Parliament;
- *Elizabeth is, however, writing from a personal and biased perspective;* it is her assessment of the threat posed by the Puritans and may be exaggerated.

Rationale for Question 3

- this question will ask about the **significance** of an identified issue which will have been studied.
- this question is worth 12 marks and targets AO1 and AO2.
- the question will ask candidates to provide a **reasoned and supported explanation** of the significance of the identified issue set within the relevant historical context.
- candidates will be rewarded for demonstrating contextual understanding and providing a fully developed and focused explanation.
- whilst students may refer to other issues in support of their response, it is important that the focus of the response is centred upon the identified issue.

Why was Mary, Queen of Scots, **significant** in the Catholic threat to Elizabeth? [12]

[36 x answer lines]

Question 3 mark scheme

The focus here needs to be upon the significance of the stated subject of the question. It is not an opportunity for students to argue the **relative** significance of the main issue.

These are the band descriptors and mark allocations available to assessors for Question 3:

	AO1(a+b) 4 marks		AO2 8 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	Fully explains the significance of the identified issue. A fully reasoned and well supported judgement is reached, set within the relevant historical context.	7-8
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	Explains the significance of the identified issue. The answer reaches a supported judgement, set within the historical context.	5-6
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	Begins to explain the significance of the identified issue, culminating in a weakly supported judgement.	3-4
BAND 1	Demonstrates basic knowledge and understanding of the key feature in the question.	1	A basic, unsupported explanation is provided regarding significance.	1-2

Use 0 for incorrect or irrelevant answers.

This is an example of the indicative content which could be used to answer this type of question. This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues which candidates may consider are:

- *Mary Queen of Scots played **a very significant role** in the Catholic threat to Elizabeth; she had a legitimate claim to the throne of England; if Elizabeth died Mary could have become a Catholic Queen;*
- *she was **also significant because** some English Catholics viewed Mary as the rightful Queen; she was a focal point for disaffected Catholics and nobles and provided them with an alternative monarch to the Protestant Elizabeth;*
- *she was a **significant** threat to the Elizabethan Religious Settlement; her arrival in England partly contributed to the Rebellion of the Northern Earls; she was the focal point of several Catholic plots such as the Ridolfi and Throckmorton plots;*
- ***in a wider sense**, Scotland's ties to France – 'the Auld Alliance', were a threat to English security; the threat of Catholicism increased during the 1580s due to worsening relations with Spain and Mary became more significant in the Catholic threat;*
- *her active involvement in the Babington Plot was a **significant** threat; the Privy Council identified her as the core of the problem and sought her death;*
- *her execution greatly angered many Catholics in England and across Europe and was a **significant** contributory factor to the launch of the Armada in the following year.*

Rationale for Question 4

- this is a new style question that will contain four identified features taken from the required content which are all **interrelated**.
- this question is worth 10 marks and targets AO1 and AO2.
- the question will ask candidates to identify and explain the **connections** between **TWO** of the identified features set within the correct historical context.
- candidates will be rewarded for demonstrating contextual understanding and providing a full explanation of the relevant connections.
- candidates may refer to the other features in their response, but the focus of the answer must be on the connections between the two chosen features.

Explain the connections between TWO of the following that are to do with Elizabethan government.

[10]

- Privy Council
- Parliament
- Taxation
- Freedom of speech

Issues chosen: _____ and _____

[30 x answer lines]

Question 4 mark scheme

It should be noted that there will **always be clear connections** between the four identified features and that tenuous links will not have to be established. Students should therefore choose any two areas of content that they are most familiar with and fully explain the relevant connections.

These are the band descriptors and mark allocations available to assessors for Question 4:

		AO1(a+b) 2 marks		AO2 8 marks		
				BAND 4	Fully explains the relevant connections between the chosen features, set within the correct historical context.	7-8
				BAND 3	Explains the connections between the chosen features, set within the correct historical context.	5-6
BAND 2	Demonstrates detailed knowledge and understanding of the key features in the question.	2		BAND 2	Begins to explain the connections between the chosen features.	3-4
BAND 1	Demonstrates some knowledge and understanding of the key features in the question.	1		BAND 1	A basic, unsupported explanation of connections between the chosen features.	1-2

Use 0 for incorrect or irrelevant answers.

This is an example of the indicative content which could be used to answer this type of question. This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues which candidates may consider are:

All the features mentioned were important aspects of Elizabethan government; connections identified may include:

- *the Privy Council **was connected to** Parliament **because** it was the senior advisory body to the Queen consisting of chosen nobles and civil servants and the most powerful group in Elizabethan government; however, the Privy Council did not have the power to raise revenue through taxation; William Cecil/Lord Burghley was, therefore, her spokesman in Parliament and kept the Council in touch with Parliament's demands;*
- *Parliament **was connected to** taxation **because** Parliament was becoming more important and had the power to raise taxation and pass laws; the issues of taxation was a grievance that Parliament sought to raise when called;*
- *Parliament **was connected to** freedom of speech **because** Parliament wanted greater say in the great matters of state; freedom of speech was a grievance that Parliament sought to raise when called; MPs such as Peter Wentworth challenged the restrictions placed upon Parliamentary discussions in so much as issues of marriage, religion and foreign policy were not to be discussed;*
- *freedom of speech **was connected to** the issue of taxation as some MPs threatened to withhold taxation revenue due to the Queen's insistence that they should not freely discuss the issue of her marriage.*

Please note that there are no marks for AO1 in Bands 3 and 4. Teachers should therefore approach the assessment of this type of question emphasising the importance of making and explaining the connections between two of the given features.

Rationale for Question 5

- this question will contain **one interpretation** connected with the **wider historical debate** about an issue that will have been studied.
- this question is worth 16 marks and targets AO1 and AO4.
- the question will ask candidates to reach a **substantiated judgement about the accuracy of the interpretation**.
- **the main purpose of this question** is to allow candidates to recognise and provide reasoned comments on how and why events, people and issues have been interpreted in different ways.
- candidates will need to analyse and evaluate **how and why interpretations of the issue differ**. Candidates should focus on and discuss the **authorship** of the interpretation in reaching their judgement. Candidates will also be rewarded for demonstrating understanding of the key feature in the question.

- teachers and students must be clear and consistent in their understanding and use of the term 'interpretation'. It is a **deliberate later construct**, not contemporary to the period being studied, that will therefore constitute part of a wider historical debate.
- in this question, the interpretation will provide a particular perspective upon an historical issue. In order to answer the question 'how far do you agree with this interpretation' candidates should be able to demonstrate that they can:
 - recognise that there are **different interpretations** of history
 - refer to the **authorship**, considering his or her position, the material in which the interpretation appears and the type of **audience** that it is intended to reach, all of which will have a bearing on the production of the interpretation
 - make a **judgement** as to how far they agree with the interpretation, demonstrating knowledge of the historical context and how the interpretation is part of a wider historical debate over the issue
- it should be noted that throughout the mark schemes for all the questions, it is the **quality of discussion** that will be rewarded.
- the complexity needed to address this type of question means that three marks for the use of spelling, punctuation and grammar and specialist terms have been added to the 16 marks for the question, making the total 19.

Read the interpretation below and then answer the question which follows.

During Elizabeth's reign the profits of the rich were, and were known to be, made at the expense of the poor. The poor were without rights in every sense. High rents, the threat of eviction and becoming a vagabond, a wage freeze during a price rise, the poor flocking into the towns, all made sure that the majority barely had enough to survive on.

[Christopher Hill, an historian who specialised in social history, writing in his book *Reformation to Industrial Revolution*, published in 1967]

How far do you agree with this interpretation of life for poor people in Elizabethan times?

[16]

[In your answer you should refer to how and why interpretations of this issue differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]

Marks for spelling, punctuation and the accurate use of grammar and specialist terms are allocated to this question.

[3]

[48 x answer lines]

Question 5 mark scheme

As is shown in the band descriptors below, one of the key issues that candidates should address is that of **making a judgement**. This should be supported by reference to the **content**, **historical context** and especially the **authorship** of the interpretation. Candidates should try to discern if there is any reason for the particular perspective being presented in the interpretation and consider how and why this is part of a wider historical debate over the main issue. Consideration of the **intended audience** will enhance the quality of the discussion provided.

These are the band descriptors and mark allocations available to assessors for Question 5.

	AO1(b) 4 marks		AO4 (a-d) 12 marks	
BAND 4	Demonstrates very detailed understanding of the key feature in the question.	4	Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.	10-12
BAND 3	Demonstrates detailed understanding of the key feature in the question.	3	Analyses and evaluates how and why interpretations of this issue differ. Some understanding of the wider historical debate over the issue is displayed. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship.	7-9
BAND 2	Demonstrates some understanding of the key feature in the question.	2	Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference made to authorship.	4-6
BAND 1	Demonstrates basic understanding of the key feature in the question.	1	Makes simple comments about the interpretation with little analysis or evaluation. Little or no judgement reached.	1-3

Use 0 for incorrect or irrelevant answers.

This is an example of the indicative content which could be used to answer this type of question. This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues which candidates may consider are:

- *the interpretation clearly states that life was hard for poor Elizabethans;*
- *the author would have been able to base his interpretation on many aspects of life at this time; the causes of poverty were not addressed, such as the increase in rents, inflation and wage stagnation;*
- *points supporting the interpretation might include: the number of beggars increased during the reign; punishments were harsh despite the abolition of the death penalty for vagrancy; Houses of Correction were set up in many towns to cope with the number of beggars flocking to them; poor Elizabethans faced hardship and unemployment; work was seasonal; there was little or no social mobility; varied entertainment was only available in the towns;*
- *candidates may assert that **the author of this particular interpretation** is a specialist historian writing with the benefit of hindsight; the interpretation would be well researched and based on extensive evidence;*
- *however, other interpretations of this issue differ; other historians argue that life was good for many Elizabethans;*
- *there is evidence to support this other interpretation: there was a sense of national pride; opportunities for entertainment increased and were more varied; attempts were made to help the deserving poor; Bridewells and almshouses were set up in many towns; the Poor Rate was compulsory and assisted the poor of the parish; times were more peaceful and there was social stability in the country; some became wealthier during the reign;*
- *candidates may assert, however, that **the author of this particular interpretation** is an historian writing from a particular perspective; being a specialist in social history the author may be focusing more upon the lives of ordinary people, especially given the contrast in the source between rich and poor;*
- *appropriate research would have been undertaken but the interpretation may be based on the predilections of the historian and the target audience of what appears to be a general history book;*
- *it is possibly a limited perspective and relatively generalised interpretation;*
- *it should be viewed as part of **the wider historical debate** over the issue which includes a range of different interpretations of life for poor people in Elizabethan times.*

The complexity and probable length of the response to Question 5 means that marks are awarded for spelling, punctuation and grammar and use of specialist terms in this question. Assessors will apply the descriptors in this chart to award up to three additional marks:

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

Component 1 Non-British Study in Depth

How does the paper work?

The examination paper is in booklet style and will last for 1 hour. The British and non-British papers of Component 1 will be examined in the same examination slot.

How does the non-British Study in Depth paper in Component 1 work?

The examination is based largely on the evaluation of historical sources and interpretations of the past. Candidates will answer all questions on the examination paper. These will be focused on five of the seven topic areas detailed in the specification. There will be no predetermined order regarding the positioning of the topics on the question paper. To avoid predictability the topic areas could appear in any order and related to any question.

What do the examiners look for?

Each question has a clear and specific mark scheme. The mark scheme in this teacher and student section is written to aid **assessment for learning**. The mark schemes in this section demonstrate what candidates have to do to gain certain marks. Teachers should note the structure of the mark schemes and encourage candidates to consider how to apply them to their answers.

It is important to note that the **indicative content** in the mark schemes is **NOT** prescriptive and in this respect is not a 'tick list' for examiners.

What do the questions look like?

Each question follows a particular style and each part has a specific mark scheme with a structure that reflects the particular assessment objectives (**AOs**) being tested. The question stems will remain the same for the lifespan of the papers to ensure comparability across optional papers and across the duration of the course.

THE FOLLOWING ARE EXAMPLES OF QUESTIONS FROM THE COMPONENT 1 NON-BRITISH STUDY IN DEPTH SPECIMEN PAPER FOCUSING ON GERMANY IN TRANSITION, 1919-1939 (1G).

Some advice regarding the application of the marking scheme for each question follows.

Rationale for Question 1

- this question will utilise a single piece of source material [A].
- this question is worth 5 marks and targets AO1 and AO3.
- the question will ask candidates to use the **source** and their **own knowledge to describe an historical issue**.
- candidates will be rewarded for demonstrating understanding of the key feature in the question and analysing the source in its historical context.

Source A



[A photograph of SA members at a parade in Berlin, early 1932]

Use Source A and your own knowledge to describe the role of the SA.

[5]

[15 x answer lines]

Question 1 mark scheme

A noticeable feature of candidates' responses to this type of question has been a tendency of some to ignore the source. This has sometimes prevented even very good candidates from accessing the higher levels of the mark scheme. In order for candidates to access the higher band descriptors, it is **essential that they utilise and refer to the source in their answer** as well as use their own knowledge of the topic.

These are the band descriptors and mark allocations available to assessors for Question 1.

Please note marks can be chosen in each strand from different bands.

	AO1(b) 3 marks		AO3(a) 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	2-3	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1	Source is analysed through reference to its content only.	1

Use 0 for incorrect or irrelevant answers.

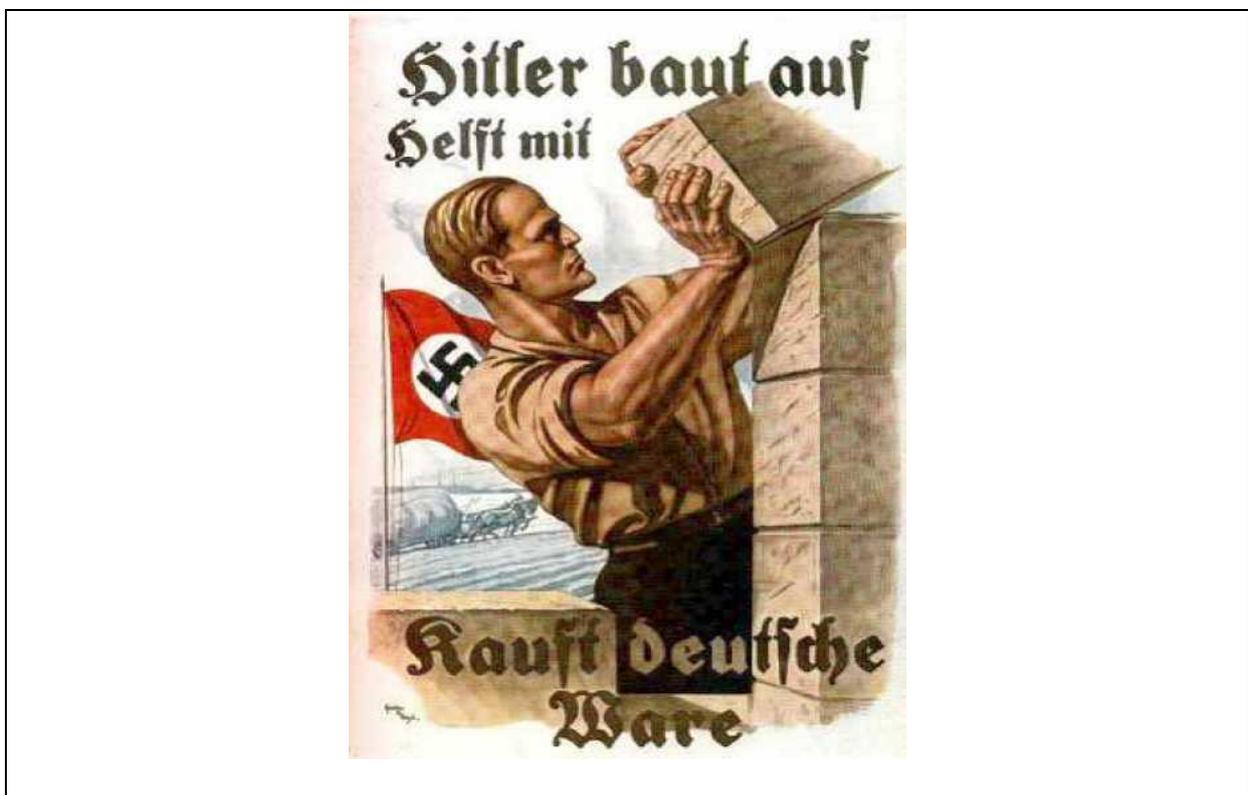
This is an example of the indicative content which could be used to answer this type of question. This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues which candidates may consider are:

- *the source shows an example of how the Nazi paramilitary wing were utilised;*
- *the source shows that thousands attended parades and party rallies;*
- *the brown shirts were led by Ernst Rohm and were a huge organisation;*
- *they took part in marches and displays across Germany; intimidated opponents such as Communists and Socialists; disrupted meetings of opposing parties;*
- *the source clearly demonstrates how the SA were a visible part of the power of the Nazi party on public display, in this case in Berlin during a period of considerable political and social instability for the Weimar Republic.*

Rationale for Question 2

- the question will utilise a single piece of source material and will ask candidates about the purpose of the source.
- this question is worth 8 marks and targets AO1 and AO3.
- candidates will be asked to **analyse and evaluate the purpose of the source in order to reach a substantiated judgement**.
- they will be rewarded for demonstrating understanding of the historical context and undertaking full consideration of the **authorship**.
- consideration of the intended **audience** will also be required to fully evaluate the purpose of the source.

Source B



[A Nazi poster from the mid 1930s. The caption says 'Hitler is building. Help him. Buy German goods.']

What was the purpose of Source B?

[8]

[Use details from Source B and your own knowledge and understanding of the historical context to answer the question.]

[24 x answer lines]

Question 2 mark scheme

Candidates should be encouraged to fully discuss the **content** of the source and especially the **authorship** and intended **audience** in reaching their substantiated judgement regarding the purpose of the source. Clear consideration of the source's reason for production encompasses the above issues. Understanding of the wider historical context will enable candidates to enhance their response.

These are the band descriptors and mark allocations available to assessors for Question 2.

	AO1(b) 4 marks		AO3 (a+b) 4 marks	
BAND 3	Demonstrates very detailed understanding of the historical context.	3-4	The purpose of the source is fully analysed and evaluated. A substantiated judgement regarding purpose is reached.	3-4
BAND 2	Demonstrates some understanding of the historical context.	2	The purpose of the source is partially analysed and evaluated. A judgement regarding purpose is reached.	2
BAND 1	Demonstrates only basic understanding of the historical context.	1	Answer mainly describes or paraphrases the source material with little analysis or evaluation.	1

Use 0 for incorrect or irrelevant answers.

This is an example of the indicative content which could be used to answer this type of question. This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues which candidates may consider are:

- *the source is an example of a Nazi propaganda poster from the mid-1930s;*
- *its main purpose is to encourage the German people into supporting Nazi economic policies;*
- *the poster depicts an Aryan man labouring on the construction of a wall, a metaphor for the reconstruction of Germany under the Nazis; the pastoral background is typical of how the Nazis mixed tradition with modernity;*
- *this poster **was produced during** the development of the Nazi policy of autarky and was designed to create a sense of togetherness in the German nation;*
- *the poster has racial undertones and is a somewhat idealised depiction of not only the Aryan race, but of the atavistic nature of Nazism;*
- *the source **was published during** a period of Nazification; it focuses on the role of Hitler as the driving force behind the rebuilding of Germany.*

Rationale for Question 3

- this question follows the theme of Component 1 by seeking to reward candidates who are able to provide **substantiated judgements** as part of a **wider discussion**.
- this question will contain two interpretations connected with the wider historical debate over an issue that will have been studied.
- this question is worth 10 marks and targets AO1 and AO4.
- the question will ask candidates to reach a **substantiated judgement** about the extent to which the **interpretations support a particular view**.
- candidates will need to analyse and evaluate **how and why** interpretations of the issue may differ.
- candidates should focus on and discuss the **authorship** of the interpretation in reaching their judgement.
- consideration of the intended **audience** will also enable candidates to enhance their response.
- candidates will also be rewarded for demonstrating understanding of the key feature in the question.

Study the interpretations below and then answer the question which follows.

Interpretation 1

To the end Hitler maintained clear war aims. To him, from 1920 to 1945, the purpose of Nazism was always the same: it was to create an empire, to take the great area of Russia from the Russians. Even after defeat he did not try to deny it. The day before his death his last message said 'the aim must still be to win territory in the East for the German people.'

[The historian Hugh Trevor-Roper, writing in an article for an academic magazine in 1960.
The article was called *Hitler's War Aims*]

Interpretation 2

Hitler wanted to free Germany from the restrictions of the Versailles Peace Treaty; to restore the German army and then to make Germany the greatest power in Europe which she naturally was. Maybe his ambitions were only to take land in the East. Maybe he would have taken Western Europe after that. However, no one can tell.

[The historian Alan Taylor writing in his book *The Origins of the Second World War*, published in 1961]

Do the interpretations support the view that Hitler's main foreign policy aim was to conquer land to the east of Germany? [10]

[In your answer you should refer to how and why the interpretations may differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]

Question 3 mark scheme

The focus of this question is for candidates to provide a **substantiated judgement**. Reference to the **content**, **authorship** and intended **audience** will enable candidates to provide the historical context in support of their judgement. As with nearly all the questions in this component, the quality of discussion provided by candidates and their understanding of the wider historical debate will determine their progress through the band descriptors.

These are the band descriptors and mark allocations available to assessors for Question 3.

	AO1(b) 4 marks		AO4 (a-d) 6 marks	
BAND 4	Demonstrates very detailed understanding of the key feature in the question.	4	Fully analyses and evaluates how and why the interpretations differ, demonstrating awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to provide a well substantiated judgement about the extent of support provided for the view, set within the appropriate historical context.	5-6
BAND 3	Demonstrates detailed understanding of the key feature in the question.	3	Analyses and evaluates the differences between the interpretations showing some awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to reach a supported judgement on the set question within the appropriate historical context.	3-4
BAND 2	Demonstrates some understanding of the key feature in the question.	2	Analyses and evaluates the different interpretations, making appropriate reference to the content and authorship of the extracts but little awareness of the wider historical debate. A judgement on the question is reached, set within the appropriate historical context.	2
BAND 1	Generalised answer displaying limited understanding of the key feature in the question.	1	Makes simple comments about the interpretations with little analysis and evaluation; little or no judgement is reached.	1

Use 0 for incorrect or irrelevant answers

This is an example of the indicative content which could be used to answer this type of question. This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues which candidates may consider are:

- *Interpretation 1 clearly supports the view that Hitler's main foreign policy aim was to conquer lands to the east of Germany;*
- *the historian claims that Nazi war aims were clear and were based on the need to create an empire to the east of Germany; the aim was consistent with the idea of Lebensraum;*
- *the author is an historian writing for an academic magazine; the particular article is focused on the issue and therefore well-researched on Hitler's war aims;*
- *Interpretation 2 is less supportive of the view in the question; the historian suggests that Hitler's aims were less focused and he was essentially an opportunist;*
- *being free from the Versailles Treaty and to restore German power were Hitler's general aims; uncertainty exists as to his true intentions;*
- *this historian is writing in a specialist book on the causes of the Second World War, but the publication is targeted at a more general audience;*
- *both clearly show the debate that has developed since World War Two as to the causes of war;*
- *answers should be able to reach a judgement about the degree of support for the view that Hitler's main foreign policy aim was to conquer lands to the east of Germany, based on the content and authorship of the provided interpretations and an understanding of the wider historical debate over the issue such as the interpretation that Hitler wished to destroy the power of the Communist Soviet Union.*

Rationale for Question 4

- this question will ask candidates to make a **judgement** as to which of the two sources is the **more useful** to an historian studying the specified issue.
- the question will therefore utilise two pieces of source material [C and D] and will be worth 11 marks, targeting AO1 and AO3.
- the question will ask candidates to analyse and evaluate the **relative usefulness** of the source material to an historian studying the issue.
- candidates will need to analyse and evaluate the **content and authorship** of the source material to reach a **substantiated judgement** set within the appropriate historical context. Candidates will be rewarded for demonstrating understanding of the historical context.

Source C

Three million people lack work. The government work to conceal the misery. They speak of silver linings. Things are getting better for them and worse for us. Only the complete collapse of our people can follow from these irresponsible policies.

[Joseph Goebbels, a member of the Nazi Party writing in a pamphlet called *We Demand*, published in 1927]

Source D

The economic position is only flourishing on the surface. Germany is in fact dancing on a volcano. If the short-term loans are called in by America, a large section of our economy would collapse.

[Gustav Stresemann, the German Foreign Minister, in a speech given to the League of Nations (September 1929)]

Which of the sources is more useful to an historian studying the economic recovery of Weimar? [11]

[You should refer to both sources in your answer and use your knowledge and understanding of the historical context.]

[33 x answer lines]

Question 4 mark scheme

The premise of this question is to encourage candidates to provide a worthy **discussion of the relative usefulness** of the sources and avoid mechanical responses. Candidates should be encouraged to consider the content, authorship and intended audience of the sources in reaching their **substantiated judgement** regarding utility. Candidates need to ensure they fully read the question to understand its particular emphasis i.e. not just the relative usefulness of the sources to an historian, but to an historian **studying** whatever issue the question determines.

These are the band descriptors and mark allocations available to assessors for Question 4.

	AO1(b) 3 marks			AO3 (a+b) 8 marks	
			BAND 4	The relative usefulness of the source material is fully analysed and evaluated. Analysis of the content and authorship of the source material is undertaken to produce a clear and well substantiated judgement, set within the appropriate historical context.	7-8
BAND 3	Demonstrates detailed understanding of the key feature in the question.	3	BAND 3	The usefulness of the source material is analysed and partially evaluated. Analysis of the content and authorship is undertaken to reach a supported judgement, set within the appropriate historical context.	5-6
BAND 2	Demonstrates some understanding of the key feature in the question.	2	BAND 2	Answer begins to analyse and evaluate the usefulness of the source material. Limited analysis of the content and authorship is undertaken, resulting in an unsubstantiated judgement.	3-4
BAND 1	Demonstrates limited understanding of the key feature in the question.	1	BAND 1	Copies or paraphrases the source material with little or no analysis and evaluation undertaken.	1-2

Use 0 for incorrect or irrelevant answers

This is an example of the indicative content which could be used to answer this type of question. This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues which candidates may consider are:

- *both sources are of varying usefulness to an historian studying the economic recovery of Weimar;*

- *Source C is useful because it shows* how Germany was struggling in 1927; three million were unemployed and the irresponsible government policies would lead to complete collapse;
- *however, the usefulness of this source is debatable* as Goebbels is clearly biased because of Nazi opposition to Weimar;
- *the title of the pamphlet suggests propaganda purposes; candidates may note the date and argue that the Nazis were struggling to make an impact at this time and that the claims may be exaggerated;*
- *Source D is also of some use saying that* the economic position had improved but was really only flourishing on the surface; Germany was reliant upon loans which if called in would lead to collapse;
- *Stresemann's official capacity as Foreign Minister suggests reliability; in Source D he displays a more profound understanding of the German economy, despite the apparent success of the later Weimar years;*
- *a strength of the source is that* he was speaking to the League of Nations and it also shows the illusory nature of the recovery of Weimar;
- *neither source is more useful than the other* but answers should be able to reach a judgement about the varying utility of the sources.

Rationale for Question 5

- this question is similar in style and demand to Question 5 on the British Study in Depth paper and again asks students to provide **depth of discussion**.
- this question will contain one single sentence **interpretation** connected with the wider historical debate over an issue that will have been studied.
- this question is worth 16 marks and targets AO1 and AO4.
- the question will ask candidates to reach a **substantiated judgement** about **the extent to which they agree with the interpretation** set within its wider historical context.
- candidates will need to analyse and evaluate **how and why** interpretations of the issue differ.
- candidates should focus on and discuss the **authorship** of the interpretation in reaching their judgement.
- candidates will also be rewarded for demonstrating understanding of the key feature in the question.
- the complexity needed to address this type of question fully means that three marks for the use of spelling, punctuation and grammar and specialist terms have been added to the 16 marks for the question, making the total 19.
- Teachers and students are reminded to consider the explanatory notes regarding the issue of historical interpretations that are provided in the rationale for question 5 on the British Study in Depth paper (pages 28-29)

Read the interpretation provided below and answer the question which follows.

“Visitors to Germany in the 1930s saw a happy, healthy, friendly people united under Hitler.”

[William L. Shirer, an American journalist who worked in Germany between 1934 and 1940, writing in his book *The Rise and Fall of the Third Reich*, published in 1960.]

To what extent do you agree with this interpretation? [16]

[In your answer you should refer to how and why interpretations of the issue differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]

Marks for spelling, punctuation and the accurate use of grammar and specialist terms are allocated to this question. [3]

[48 x answer lines]

Question 5 mark scheme

One of the key issues that candidates should address is that of making a **substantiated judgement** about the presented interpretation. This should be supported by reference to the content, historical context and especially the authorship of the interpretation. Candidates should try to discern if there is any reason for the particular perspective being presented in the interpretation and consider how and why this can be part of a wider historical debate over the main issue. Consideration of the **intended audience** will enhance the quality of the discussion provided.

These are the band descriptors and mark allocations available to assessors for Question 5.

	AO1(b) 4 marks		AO4 (a-d) 12 marks	
BAND 4	Demonstrates very detailed understanding of the key feature in the question.	4	Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.	10-12
BAND 3	Demonstrates detailed understanding of the key feature in the question.	3	Analyses and evaluates how and why interpretations of this issue differ. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship. Some understanding of the wider historical debate over the issue is displayed.	7-9
BAND 2	Demonstrates some understanding of the key feature in the question.	2	Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference to authorship.	4-6
BAND 1	Demonstrates basic understanding of the key features in the question.	1	Makes limited comments about the interpretation with little analysis and evaluation. Little or no judgement reached.	1-3

Use 0 for incorrect or irrelevant answers

This is an example of the indicative content which could be used to answer this type of question. This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues which candidates may consider are:

- *to a certain extent this interpretation is accurate;*
- *it can be argued that in many ways the lives of Germans did improve under the Nazis between 1933-1939;*
- *this interpretation can be supported by reference to several factors: the improvement in the economy and the fall in unemployment brought benefits to many; standards of living improved overall; Germany had stable government after years of weakness; the position of the country in the world brought pride to many; workers were offered incentives to serve the state, such as via*

the KdF movement; many young people became involved in the Hitler Youth and enjoyed the activities and comradeship it offered;

- William Shirer's **interpretation would have been influenced by** witnessing the changes that took place in Germany in the 1930s; it also benefits from hindsight because it was published in 1960 when fresh ideas about the Nazi period began to emerge;
- **however, in many ways this is a very simplistic and blinkered interpretation** which ignores many of the more negative aspects of life in Germany 1933-1939;
- the lives of many Germans deteriorated; the position of women worsened under the principle of the 3Ks; membership of the Hitler Youth became compulsory; education was Nazified and free thought stifled; the media and culture was strictly controlled and people were subject to daily propaganda; workers were controlled through the DAF; the lives of Jews deteriorated significantly and the lives of other groups the Nazis were opposed to also worsened;
- **answers may comment on the fact that the author was** an American journalist and not an historian; this could affect his interpretation in several ways; he is also recalling the changes for his book which was published many years later; the title of the book suggests it is a wide-ranging history book and this interpretation is just part of a much wider study;
- **answers should be able to reach a judgement about the interpretation which could agree, disagree or be more balanced**, but there should be awareness of how and why it is possible to develop different interpretations of whether the lives of Germans did improve under the Nazis between 1933-1939.

The complexity and probable length of the response to Question 5 means that marks are awarded for spelling, punctuation and grammar and use of specialist terms in this question. Assessors will apply the descriptors in this chart to award up to three additional marks:

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

Teaching Component 2

What is the purpose of Component 2?

Component 2 involves completing two breadth studies, one medium time scale period study and a long time scale thematic study which will include an investigation of an historic site. This fulfils the DfE GCSE subject criteria which encourage students in the period study to focus on key trends and turning points while considering developments, events and personalities which have shaped the political, social, economic and cultural perspectives of the time. The thematic study requires students to demonstrate an understanding of change and continuity and similarity and difference across all three historical eras while drawing on political, social, economic, religious, cultural and technological developments.

Why are there four options in each of the breadth studies (Period Study and Thematic Study) in Component 2?

Component 2 has been arranged in eight optional breadth studies: four period studies and four thematic studies. This range offers breadth, balance and choice to centres.

Centres must choose one Period Study and one Thematic Study.

How long should each Breadth Study take to teach?

The Period Study should take up around 30-35 hours of teaching [*around 10-12 weeks*] while **the Thematic Study** should take 40-45 hours of teaching [*18-20 weeks*].

Will all the sections be examined?

No. The structure of **the Period Study examination paper** with five compulsory questions means that every year understanding of two of the key questions will not be assessed. Regulations insist that external assessments have to be unpredictable and this approach ensures this aspect.

On the **Thematic Study examination paper** there are seven compulsory questions including two on the historic site [6(a) and 6(b)]. One key question will not feature on the paper each year, reducing predictability, but the last question will always be on the historic environment fulfilling another of the criteria that this aspect has to be worth 10% of the overall marks (see below).

The order of the key questions in relation to their place on the examination papers will be random, thus again ensuring there can be no predictability. Given these factors, it is essential that you teach all key questions and the required content.

Study of the historic environment

Study of the historic environment is a brand new requirement that is worth 10% of the assessment in all new GCSE History (9-1) specifications.

What is the purpose of studying the historic environment?

The investigation of an historic site offers students the opportunity to actively engage in the past. In doing so they will:

- develop their knowledge and understanding of an historic site
- ask relevant questions about an historic site and investigate them critically
- organise and communicate their knowledge and understanding of an historic site in order to reach substantiated judgements.

How does the historic site fit into the Thematic Study?

In order to fulfil this aspect of the criteria, WJEC Eduqas has chosen to nominate specific historic sites which are linked to the content of the chosen thematic study. This makes the content more manageable so centres are covering four distinct elements rather than five.

How many sites have to be studied?

In the WJEC Eduqas specification a specific historic site is nominated for two years of study. A second site is also included in the specification to allow centres to plan in the longer term. Here is an example of the layout of the content associated with the historic site:

Assessment in 2018 and 2019

The nominated historic site connected to changes in Crime and Punishment in Britain, c.500 to the present day is the East End of London in the late nineteenth century.

Required Content

The historical context: main features of living conditions in the East End in the late nineteenth century ; poor housing; overcrowding and lack of sanitation; mortality rates; poverty and lack of employment; workhouse provision; poor street lighting and fog; links between living conditions and crime in the area;

Increased opportunities for crime in the East End ; the 'rookeries' and lodging houses; ale-houses and drinking dens; alcoholism; prostitution; criminal gangs; attacks on Jews; ineffectiveness of policing;

How study of the environment of the East End of London shows changes in policing in the late nineteenth century; problems associated with beat-policing; the beginning of investigative policing; the Whitechapel Murders; national press coverage leading to exposure of the extent of poverty; pressure for reform of living conditions and of policing methods; the significance of the East End of London in the late nineteenth century in showing changes in crime and punishment.

Do schools have to visit the site?

No. The criteria clearly state: 'There is no requirement that students visit the site.' Some centres may choose to visit the nominated site but there is no expectation that this will happen.

How should I approach the teaching of the historic site?

As well as covering the specified content, which should be part of the wider thematic study, centres may wish to address the following issues:

- the key historic features of the historic site
- the significance of the historic site on a local, regional or national level
- the relevance of the historic site to the development of the chosen Thematic Study
- how the historic site contributes to a broader understanding of changes in the history of the chosen Thematic Study.

What does the layout of the content in the Period Studies mean?

The content to be studied is laid out in seven key questions, each with **required content**. This offers clarity and precision. It is to be noted that **all** aspects of the required content should be taught. The left-hand column in the content layout identifies the areas and **key questions** that should form the basis of the teaching of the section. The required **content** helps to explain the key question and gives further advice and guidance over what content to teach. It should be noted that **all areas of the required content are liable to be examined**. Here is an example of part of the layout from Option 2A – The Development of the USA, 1929-2000.

Key questions	Required Content
<u>Economic downturn and recovery</u> How was the USA affected by the Great Depression between 1929 and 1945?	<i>The impact of the Wall St. Crash; Republican attempts to deal with the crisis; life during the Depression; Roosevelt and the New Deal</i>
<u>The economic impact of the Second World War and post-war developments</u> How had the economy of the USA changed by the 1960s?	<i>Industrial output; post-war affluence; consumerism and suburbanization; 'poverty amidst plenty'</i>
<u>The issue of Civil Rights 1941 - 1970</u> Why was it difficult for black Americans to gain equal rights between 1941 and 1970?	<i>The contribution of black Americans to the war effort; the issue of education – Brown vs Topeka, Little Rock High; Montgomery Bus Boycott; the roles of Martin Luther King and Malcolm X; Civil Rights legislation</i>

General assessment of Component 2 – The Period Study

The structure of the assessment of the Period Study part of Component 2 has a clear focus. In particular, the examination papers will be written in a style which enables WJEC Eduqas to assess discrete aspects of candidate performance, in this case particularly the impact and significance of change over time. The focus of each question is detailed in the following chart:



COMPONENT 2 – PERIOD STUDIES

Papers for Component 2 will focus mainly on key features and key concepts of history.

All questions must be answered.

Question	Type of question	Mark
1.	Description of an historical issue/event/policy	5
2.	Extent of change	6
3.	Order of importance/significance	9
4.	Explanation of an historical development	8
5.	Evaluative essay	12
Total		40

How do I approach the teaching of the Period Study in Component 1?

Teaching of the Period Study should focus on the unfolding narrative of major historical developments and the ways in which societies developed over a prolonged period of time. Particular emphasis should be placed on key historical concepts. These include:

- change and continuity [*how far things changed or remained the same over time*]
- importance or significance [*why something was important in relation to other factors; how significant features of a particular society were*].

How is the content in the Thematic Studies laid out?

The content to be studied is laid out in six key questions together with the historic site issue, each with required content. This offers clarity and precision. It is to be noted that all aspects of the indicative content should be taught. Here is an example of part of the layout from Option 2F – Changes in Health and Medicine in Britain, c. 500 to the present day.

Key question	Required Content
<p><u>Causes of illness and disease</u></p> <p>What have been the causes of illness and disease over time?</p>	<p>Problems in the medieval era: poverty, famine, warfare: lack of hygiene in the medieval and early modern eras with reference to the Black Death of the fourteenth century and the Great Plague of the seventeenth century; the effects of industrialisation and the incidence of cholera and typhoid in the nineteenth century; the spread of bacterial and viral diseases in the twentieth century.</p>
<p><u>Advances in medical knowledge</u></p> <p>How much progress has been made in medical knowledge over time?</p>	<p>Common medical ideas in the medieval era: the influence of alchemy, astrology and the theory of the four humours; the influence of the medical work of Vesalius, Pare and Harvey in the sixteenth and seventeenth centuries; nineteenth century advances in medical knowledge: improved knowledge of the germ theory: Pasteur and Koch; the development of scanning techniques in the twentieth century: X-rays , ultrasound and MRI scans; the discovery of DNA and genetic research in the later twentieth century.</p>
<p><u>Developments in public health and welfare</u></p> <p>How effective were attempts to improve public health and welfare over time?</p>	<p>Public health and hygiene in medieval society; public health and hygiene in the sixteenth and seventeenth centuries; the impact of industrialisation on public health in the nineteenth century; the work of Edwin Chadwick leading to Victorian improvements in public health; efforts to improve housing and pollution in the twentieth century; local and national government attempts to improve public health and welfare in the twenty-first century: campaigns, fitness drives, healthy eating.</p>

General assessment of Component 2 – The Thematic Study

COMPONENT 2 – THEMATIC STUDIES

Papers for Component 2 will focus mainly on key features and key concepts of history.

All questions must be answered.

Question	Type of question	Mark
1.	Similarity and difference	4
2.	Evaluation of two sources	6
3.	Description of an historical event	5
4.	Explanation of an historical development	9
5.	Written narrative covering three historical eras	16+4 SPaG
6a	Description of features of an historic site	8
6b	Explanation of the significance of an historic site	12
Total		64

How do I approach the teaching of the Thematic Study in Component 1?

Teaching of the Thematic Study should focus on the development of historical themes over long periods in history. Learners should study the key characteristics of different historical periods and make comparisons between them in specific areas of study. Depending on the Thematic Study chosen learners will explore individually and sometimes collectively the cultural, economic, political, religious, scientific, technological and military aspects of the societies studied. Each Thematic Study considers historical change covering three historical eras. Particular emphasis should be placed on key historical concepts. These include:

- similarity and difference [*comparison of a key feature of a theme over time*]
- cause and consequence [*why something was happened and what were its results*]
- change and continuity [*how things changed or remained the same over long periods in history*]
- the unfolding historical narrative of developments over time [*extended narrative accounts looking at changes over three historical eras*]
- for advice on how to approach the study of the historic environment please see above.

Detailed assessment guide for teachers and learners

Component 2 Period Study

How does the paper work?

The examination paper is in booklet style and will last for 45 minutes.

How does the Period Study paper work?

The Period Paper is based on trends and developments over a broad area of study. Candidates will answer all questions on the examination paper. These will be focused on five of the seven topic areas detailed in the specification. There will be no predetermined order regarding the positioning of the topics on the question paper. To avoid predictability the topic areas could appear in any order, related to any question.

What will the examiners look for?

Each question has a clear and specific mark scheme. The mark scheme in this teacher and student section is written to aid **assessment for learning**. The mark schemes in this section demonstrate what candidates have to do to gain certain marks. Teachers should note the structure of the mark schemes and encourage candidates to consider how to apply them to their answers.

It is important to note that the **indicative content** in the mark schemes is **NOT** prescriptive and in this respect is not a 'tick list' for examiners.

What do the questions look like?

Each question follows a particular style and each part has a mark scheme with a structure that reflects the particular assessment objectives (**AOs**) being tested. The question stems will remain the same for the lifespan of the papers to ensure comparability across optional papers and across the duration of the course.

THE FOLLOWING ARE EXAMPLES OF QUESTIONS FROM THE COMPONENT 2 SPECIMEN PAPER 2A FOCUSING ON THE DEVELOPMENT OF THE USA, 1929-2000.

Some advice regarding the application of the marking scheme for each question follows.

Rationale for question 1

- this question is worth 5 marks and targets AO1.
- the question will ask candidates to describe an historical issue.
- the focus of this question is to demonstrate detailed and accurate knowledge of an issue set within its historical context.

Describe President Kennedy`s domestic policies.

[5]

Question 1 mark scheme

The focus of this question is for candidates to provide an accurate and well informed description of the set issue. The emphasis is on the accurate use of historical knowledge.

These are the band descriptors and mark allocations available to assessors for Question 1.

AO1(a) 5 marks		
BAND 3	Demonstrates detailed and accurate knowledge of the issue set within the appropriate historical context.	4-5
BAND 2	Demonstrates some knowledge of the issue set.	2-3
BAND 1	Demonstrates limited knowledge of the issue set.	1

Use 0 for incorrect or irrelevant answers.

This is an example of the indicative content which could be used to answer this type of question. This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues which candidates may consider are:

- *Kennedy's New Frontier programme and his sweeping aims to eradicate poverty, inequality and deprivation;*
- *his policies economically, with tax cuts, public works schemes and grants;*
- *his policies socially, to increase the minimum wage, to provide medical health insurance, the passing of the Social Security Act 1962 and more investment in education and training;*
- *his policies politically with the Civil Rights Bill of 1963 and efforts to improve the rights of women.*

Rationale for question 2

- this question will ask about the nature and extent of change of an identified issue which will have been studied.
- this question is worth 6 marks and targets AO1 and AO2.
- candidates will need to provide a reasoned and well supported judgement on the extent of change set within the relevant historical context.
- candidates will be rewarded for demonstrating contextual understanding and providing a fully developed and focused explanation of change.

How far did President Roosevelt's policies change the economic situation in the USA between 1933 and 1939? [6]

Question 2 mark scheme

The focus of this question is for candidates to make a clear judgement about the extent of change in a particular period of history. The question is therefore focused on change and continuity. Particular attention should be paid to the question stem, 'how far'. This should make it clear to candidates that the question requires an assessment of the extent of change.

These are the band descriptors and mark allocations available to assessors for Question 2.

Please note marks can be chosen in each strand from different bands.

	AO1(a+b) 2 marks		AO2 4 marks		
			BAND 3	Fully analyses the nature and extent of change while arriving at a well-supported judgement on the issue set within the appropriate historical context.	3-4
BAND 2	Demonstrates detailed knowledge and understanding of the key features in the question.	2	BAND 2	Begins to analyse the extent of change while arriving at a partial judgement.	2
BAND 1	Demonstrates some knowledge and understanding of the key features in the question.	1	BAND 1	Provides limited analysis of the extent of change.	1

Use 0 for incorrect or irrelevant answers.

This is an example of the indicative content which could be used to answer this type of question. This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues which candidates may consider are:

- *the extent to which the economic situation of the USA was changed by Roosevelt's policies between 1933 and 1939;*
- *there should be reference to the '3 Rs' as the basis of his New Deal programme;*
- *moves to solve the banking crisis, 'prime the pump' and halt the cycle of depression;*
- *the establishment of the 'Alphabet Agencies' with examples to promote economic recovery;*
- *public works schemes; loans and subsidies to boost the agricultural industry; regeneration as exemplified by the TVA;*
- *the evaluation of the extent of change can be balanced by reference to the short-term nature of aspects of the New Deal; the extent of the drop in unemployment, the lack of success in tackling the underlying economic problems and failure to solve the depression entirely.*

Rationale for question 3

- this question will ask about the relative significance/importance of three historical features/developments.
- this question is worth 9 marks and targets AO1 and AO2.
- candidates will need to provide a reasoned and well supported explanation regarding the relative significance/importance of three features/developments set within the relevant historical context.
- they will be rewarded for demonstrating contextual understanding and providing a fully developed justification of their chosen order of importance.
- the choice of order is entirely that of the candidate. There is no correct order. Emphasis is placed on how well candidates explain their choice of order.

The lives of many young Americans in the 1950s and 1960s were influenced by developments such as:

- Films and the media
- New musical styles
- Literature

Arrange the developments in order of their significance in influencing the lives of young Americans. Explain your choices. [9]

Question 3 mark scheme

The focus of this question is for candidates to arrange the factors in order of their relative importance within a particular historical context. It should be noted that there is no correct order of significance. Candidates will be rewarded for the way in which they justify their chosen order of significance.

These are the band descriptors and mark allocations available to assessors for Question 3.

	AO1(a+b) 3 marks		AO2 6 marks	
BAND 3	Demonstrates detailed knowledge and understanding of the features mentioned.	3	Fully explains the significance of the factors in the question. There will be a clear, well-supported justification of the relative significance of the factors set within the appropriate historical context.	5-6
BAND 2	Demonstrates some knowledge and understanding of the features mentioned.	2	Begins to explain the significance of the factors in influencing lives. There will be some justification of the relative significance of the factors.	3-4
BAND 1	Demonstrates limited knowledge and understanding of the features mentioned.	1	Limited explanation of the significance of the factors in influencing lives. There will be little attempt to justify the relative significance of the factors.	1-2

Use 0 for incorrect or irrelevant answers.

This is an example of the indicative content which could be used to answer this type of question. This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues which candidates may consider are:

- *Films and the media were significant in influencing the lives of young Americans for a number of reasons: the influence of screen idols and anti-heroes e.g. James Dean in 'Rebel Without a Cause'; the popularity of drive-ins and the introduction of multiplex theatres; ground-breaking films highlighting social and cultural issues e.g. 'Inherit the Wind' and 'To Kill a Mockingbird'.*
- *New musical styles were significant in influencing the lives of young Americans for a number of reasons: the impact and influence of rock and roll; the development of sub-cultures and how they defined themselves with music; generational rebellion associated with music; the 'drop out and turn on' culture of the hippy movement; music as a vehicle for anti-war and Civil Rights protest; the impact of black music e.g. Tamla Motown in the 1960s.*
- *Literature was significant in influencing the lives of young Americans for a number of reasons: the influence of writers like Salinger and Kerouac leading many young people to*

question the values of the time; poetry and writings associated with 'drop-outs', beatniks and hippies; music lyrics could be also credited here.

Rationale for question 4

- this question is worth 8 marks and targets AO1 and AO2.
- the question will ask candidates to provide a reasoned, focused and well supported explanation of the issue set within the relevant historical context.
- candidates will be rewarded for demonstrating detailed contextual understanding.

Explain why relations between the USA and the USSR changed after 1973. [8]

Question 4 mark scheme

The emphasis in this question is on candidates providing a focused and well developed explanation of a given issue. The emphasis is on causation i.e. why something happened. Candidates should provide as many reasons as possible for the causes of a particular event or development.

These are the band descriptors and mark allocations available to assessors for Question 4.

	AO1(a+b) 3 marks		AO2 5 marks	
BAND 3	Demonstrates detailed knowledge and understanding of the key features in the question.	3	Fully explains the issue with clear focus set within the appropriate historical context.	4-5
BAND 2	Demonstrates some knowledge and understanding of the key features in the question.	2	Partially explains the issue within the appropriate historical context.	2-3
BAND 1	Demonstrates limited knowledge and understanding of the key features in the question.	1	Limited explanation of the issue.	1

Use 0 for incorrect or irrelevant answers.

This is an example of the indicative content which could be used to answer this type of question. This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues which candidates may consider are:

- *the pursuit of détente in the 1970s;*
- *the need to limit arms and reduce ever increasing defence spending;*
- *the experience of Vietnam and Nixon`s policy of 'linkage';*
- *the Brezhnev Doctrine and the need for dialogue;*
- *successes in arms limitation including the SALT agreements;*
- *the impact of Nixon's visit to Moscow in 1974 and the resultant Helsinki Agreements;*
- *the Soviet invasion of Afghanistan and the end of the period of détente;*
- *Reagan and the 'Second Cold War';*
- *improved relations between Reagan and Gorbachev leading to agreements to limit arms;*
- *the collapse of Communism in Europe and its consequences.*

Rationale for question 5

- this question is worth 12 marks and targets AO1 and AO2.
- candidates will need to analyse and evaluate the importance of a key issue against other factors.
- they will be rewarded for demonstrating detailed contextual understanding and for reaching a reasoned and well supported judgement.
- there will be a statement giving some advice about what should be discussed in the answer.

How important was the Montgomery Bus Boycott in the struggle for Civil Rights in the USA between 1941 and 1970? [12]

[In your answer you should discuss the importance of the Montgomery Bus Boycott alongside other factors in order to reach a judgement.]

Question 5 mark scheme

Particular attention should be paid to the instruction to candidates in the question. Candidates are required to assess the importance of an historical event or issue alongside other factors. Candidates are also required to reach a clear judgement on the importance of the given issue or event. There should be a well-judged balance between the given issue or event and other relevant factors.

These are the band descriptors and mark allocations available to assessors for Question 5.

	AO1(a+b) 4 marks		AO2 8 marks	
BAND 4	Demonstrates accurate and detailed knowledge and understanding of the key features in the question.	4	Fully analyses and evaluates the importance of the key issue against other factors. There will be a reasoned and well supported judgement set within the appropriate historical context.	7-8
BAND 3	Demonstrates detailed knowledge and understanding of the key features in the question.	3	Analyses and evaluates the key issue against other factors. There will be a clear attempt to arrive at a judgement with support.	5-6
BAND 2	Demonstrates some knowledge and understanding of the key features in the question.	2	Begins to analyse and evaluate the key issue against other factors. An unsupported judgement of the issue is provided.	3-4
BAND 1	Demonstrates limited understanding of the key features in the question.	1	Limited attempt to analyse and evaluate the key issue against other factors.	1-2

Use 0 for incorrect or irrelevant answers.

This is an example of the indicative content which could be used to answer this type of question. This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues which candidates may consider are:

- *the Montgomery Bus boycott was **important** in the struggle for Civil Rights in the USA in a number of ways;*
- *the boycott brought Martin Luther King to the fore; it demonstrated how passive resistance secured a victory;*
- *the event gained massive media attention raising the issue of civil rights across America and wider; people began to realise how much could be achieved when black Americans united and organised themselves;*
- *the Montgomery Bus boycott gave the CRM a clear moral framework, vindicating the precedent set by the Brown vs Topeka case; from a legal perspective,*
- *the Montgomery Bus boycott led to the Federal Government's acceptance that segregation was unconstitutional; how the event gave the CRM impetus leading to the formation of the SCLC, SNCC and CORE;*
- *in order to fully analyse and explain the importance of the Montgomery Bus boycott, answers should also consider the importance of a range of other factors which featured in the struggle for Civil Rights in the USA between 1941 and 1970;*
- *answers could explain the importance of a range of factors such as: the willingness of national politicians to embrace change; the support of public opinion across the USA and wider; the radical demands of the Black Power movement; social and political unrest in the major US cities.*

Detailed assessment guide for teachers and learners

Component 2 Thematic Study

How does the paper work?

The examination paper is in booklet style and will last for 1 hour and 15 minutes.

How does the Thematic Paper in Component 2 work?

The Thematic Paper focuses on the concepts of change and continuity and similarity and difference across a wide sweep of history. Candidates will answer all questions on the examination paper. These will be focused on five of the topic areas along with one on the historic environment/site which will always feature as question six. There will be no predetermined order regarding the positioning of the topics on the question paper. To avoid predictability the topic areas could appear in any order, related to any question on a year-in-year-out basis.

What will the examiners look for?

Each question has a clear and specific mark scheme. The mark scheme in this teacher and student section is written to aid **assessment for learning**. The mark schemes in this section demonstrate what candidates have to do to gain certain marks. Teachers should note the structure of the mark schemes and encourage candidates to consider how to apply them to their answers.

It is important to note that the **indicative content** in the mark schemes is **NOT** prescriptive and in this respect is not a 'tick list' for examiners.

What do the questions look like?

Each question follows a particular style and each part has a mark scheme with a structure that reflects the particular assessment objectives (AOs) being tested. The question stems will remain the same for the lifespan of the papers to ensure comparability across optional papers and across the duration of the course.

THE FOLLOWING ARE EXAMPLES OF QUESTIONS FROM THE COMPONENT 2 SPECIMEN PAPER 2F FOCUSING ON CHANGES IN HEALTH AND MEDICINE IN BRITAIN, c. 500 TO THE PRESENT DAY.

Rationale for question 1

- this question will contain three visual sources [A, B and C] connected with an issue that will have been studied.
- this question is worth 4 marks and targets AO2 and AO3.
- candidates will need to identify one similarity and one difference.

- the focus of this question is being able to understand and extract information from the source material.

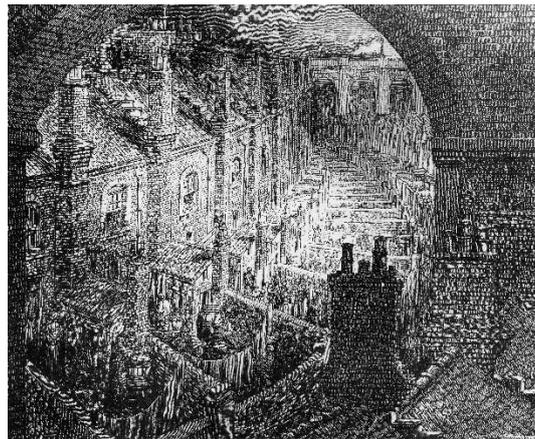
Look at the three sources below which show living conditions over time and answer the question that follows.

Source A



[A Tudor street scene]

Source B



Getty Images. [Fotosearch](#) / Stringer

[A town in the nineteenth century]

Source C



[A housing development in the 1930s]

Use Sources A, B and C from the previous page to identify one similarity and one difference in living conditions over time. [4]

Question 1 mark scheme

The focus of this question is being able to understand and extract from the source material. Candidates should refer clearly to the sources when indicating one similarity and one difference. Candidates do not have to refer to all three sources but may choose to do so in answering the question.

These are the band descriptors and mark allocations available to assessors for Question 1:

	AO2 2 marks		AO3(a) 2 marks	
BAND 2	Identifies clearly one similarity and one difference.	2	Uses the sources to identify both similarity and difference.	2
BAND 1	Identifies either one similarity or one difference.	1	Uses the sources to identify either similarity or difference.	1

Use 0 for incorrect or irrelevant answers.

This is an example of the indicative content which could be used to answer this type of question.

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues which candidates may consider are:

Similarities - A and B show crowded/ cramped housing; A and B show insanitary conditions.

Differences - C shows better planning/more spacious semi-detached houses whereas B shows cramped housing; C shows a cleaner environment/safer with children playing whereas A shows insanitary conditions; A shows a row of connected houses whereas C shows semi-detached housing.

Rationale for question 2

- the question will utilise two pieces of source material [D and E].
- this question is worth 6 marks and targets AO1 and AO3.
- candidates will need to analyse and evaluate the relative reliability of the source material to an historian studying the issue.
- they will need to analyse and evaluate the content and authorship of the source material to reach a substantiated judgement set within the appropriate historical context.
- candidates will be rewarded for demonstrating understanding of the historical context.

Study Sources D and E below and answer the question that follows.

Source D



[A national newspaper from August 1910 celebrating the achievements of Florence Nightingale after her death]

Source E

One of the domestic staff came running down the corridor. I knew it was something exciting because we weren't allowed to run in those days, except if there was a fire. She said: 'Oh my goodness, Bevan has just announced that we're going to have a national health service!' I am told that the changes he plans to introduce will revolutionise healthcare in the country.

[A junior hospital nurse speaking to a journalist about the introduction of the NHS in 1948]

Which of the two sources is the more reliable to an historian studying developments in patient care over time? [6]

[In your answer you should refer to the content and authorship of the sources and use your own knowledge and understanding of the wider historical context.]

Question 2 mark scheme

The emphasis in this question is on evaluating the reliability of both sources and reaching a judgement about which is the more reliable to an historian studying the specific issue in the question. There is no right answer. Candidates will be rewarded for the strength of their evaluation and the judgement they reach. In evaluating the sources candidates should pay particular attention to the attribution of each source.

These are the band descriptors and mark allocations available to assessors for Question 2.

Please note marks can be chosen in each strand from different bands.

	AO1(b) 2 marks		AO3 (a+b) 4 marks	
BAND 3			Fully analyses and evaluates the reliability of both sources. There will be analysis of the content and authorship of both sources, producing a clear, well substantiated judgement set within the appropriate historical context.	3-4
BAND 2	Demonstrates detailed understanding of the key feature in the question.	2	Partial attempt to analyse and evaluate the reliability of both sources. There will be some consideration of the content and authorship of both sources with an attempt to reach a judgement set within the appropriate historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1	Generalised answer which largely paraphrases the sources with little attempt at analysis and evaluation.	1

Use 0 for incorrect or irrelevant answers.

This is an example of the indicative content which could be used to answer this type of question. This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues which candidates may consider are:

- *Source D is reliable to an historian for several reasons: it is from a national newspaper published in August 1910; it was produced to celebrate Florence Nightingale's achievements and to commemorate her death; as such it is likely to be biased; it refers to her as the 'angel of the Crimea' and to her role in making nursing a respectable and professional occupation; these are factual references which increase the reliability of the source;*
- *to assess the reliability of the authorship there should be reference to the reliability of features in newspapers and whether articles and tributes such as this are guilty of exaggeration and focus on the positive.*
- *Source E is reliable to an historian for several reasons: it is from an interview with a nurse in 1948 and is therefore from the time; it describes the euphoria of a young nurse at the moment that the NHS was launched with its ambitious, long-term plan to transform healthcare; it backs up the view that treatment should be made available to all, regardless of the ability to pay;*
- *to assess the reliability of the authorship there should be reference to the nurse being caught up in the atmosphere of the time, her junior status and to the journalist's role and motive in reporting the event at this time.*

Rationale for question 3

- this question is worth 5 marks and targets AO1.
- candidates will need to describe an historical issue.
- the focus of this question is for candidates to demonstrate detailed and accurate knowledge of an issue set within its historical context.

Describe the development and use of scanning techniques in the twentieth century.

[5]

Question 3 mark scheme

The focus of this question is for candidates to provide an accurate and well informed description of the set issue. The emphasis is on the accurate use of historical knowledge.

These are the band descriptors and mark allocations available to assessors for Question 3.

AO1(a) 5 marks		
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	4-5
BAND 2	Demonstrates knowledge to partially describe the issue.	2-3
BAND 1	Demonstrates limited knowledge to describe the issue.	1

Use 0 for incorrect or irrelevant answers.

This is an example of the indicative content which could be used to answer this type of question. This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues which candidates may consider are:

- *the development and use of scanning techniques can be described with reference to several historical features:*
- *the development of X-rays began with Rontgen in the early twentieth century;*
- *the technique gave the advantage of seeing deep into the body rather than using exploratory surgery;*
- *the use of scanning techniques then developed through the twentieth century : expect reference to the use of radiotherapy; the use of X-rays for diagnosing disease e.g. tuberculosis ; portable X-ray machines ;*
- *the development of ultrasound in the 1950s;*
- *as the twentieth century neared its end, scanning techniques became even more sophisticated; credit references to Positron Emission Tomography (PET) which helped in the detection of cancer, brain disease and heart problems, Computerised Axial Scanning (CAT) used to pinpoint tumours and direct radiotherapy, and Magnetic Resonance Imaging (MRI) used to detect brain and spinal cord abnormalities in the 1970s.*

Rationale for question 4

- this question is worth 9 marks and targets AO1 and AO2.
- candidates will need to provide a reasoned, focused and well supported explanation of the issue set within the relevant historical context.
- they will be rewarded for demonstrating detailed contextual understanding.

Explain why developments in vaccination were important in the prevention of illness and disease in the nineteenth and twentieth centuries. [9]

Question 4 mark scheme

The emphasis in this question is on candidates providing a focused and well developed explanation of the importance of a given issue. Candidates should provide as many examples as possible of the importance of a particular development. The emphasis should be on the impact of a particular historical development.

These are the band descriptors and mark allocations available to assessors for Question 4.

	AO1(a+b) 2 marks		AO2 7 marks	
BAND 3			Fully explains the issue with clear focus set within the appropriate historical context.	5-7
BAND 2	Demonstrates detailed knowledge and understanding of the key features in the question.	2	Partially explains the issue within the appropriate historical context.	3-4
BAND 1	Demonstrates some knowledge and understanding of the key features in the question.	1	Mostly descriptive response with limited explanation of the issue.	1-2

Use 0 for incorrect or irrelevant answers.

This is an example of the indicative content which could be used to answer this type of question. This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues which candidates may consider are:

- *developments in vaccination were important in the prevention of illness and disease in the nineteenth and twentieth centuries;*
- *early attempts were made to vaccinate against the disease of smallpox; expect reference to the pioneering work of Edward Jenner in the early nineteenth century;*
- *later follow-up development was carried out by Pasteur on immunization in the 1870s and 1880s and led to a vaccine for rabies;*
- *development of large-scale vaccines in the twentieth century was a great advance in combating devastating diseases such as pertussis (whooping cough), diphtheria, tetanus, polio and MMR;*
- *vaccines were vital in preventing illnesses such as influenza and hepatitis A and B in the later twentieth century.*

Rationale for question 5

- this question is worth 16 marks plus 4 marks for SPaG.
- it assesses the ability to produce an extended narrative discussion of an issue studied spanning three historical eras while analysing the nature and extent of change or continuity.
- candidates will be rewarded for demonstrating understanding of the historical context.
- the statement below will give advice about what should be discussed in the answer.
- the potential length of answer expected for this question fully means that four marks for spelling, punctuation and grammar have been added to the 16 marks for the question, making the total 20.

Outline how attempts to treat illness and disease have changed from c.500 to the present day? [16+4]

[In your answer you should provide a written narrative discussing attempts to treat illness and disease across the three historical eras.]

Question 5 mark scheme

The emphasis in this question is on a narrative account spanning three historical eras. Candidates should be encouraged to produce a well-constructed and well-supported chronological account of developments in a particular theme across three historical eras. The question requires a response outlining how a particular area of a theme changed over a long sweep of history.

These are the band descriptors and mark allocations available to assessors for Question 5.

	AO1(a+b) 6 marks		AO2 10 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key issue in the question.	5-6	Provides a fully detailed, logically structured and well organised narrative account. Demonstrates a secure chronological grasp and clear awareness of the process of change.	8-10
BAND 3	Demonstrates detailed knowledge and understanding of the key issue in the question.	3-4	Provides a detailed and structured narrative account. Demonstrates chronological grasp and awareness of the process of change.	5-7
BAND 2	Demonstrates some knowledge and understanding of the key issue in the question.	2	Provides a partial narrative account. Demonstrates some chronological grasp and some awareness of the process of change.	3-4
BAND 1	Generalised answer displaying basic knowledge and understanding of the key issue in the question.	1	Provides a basic narrative account. Demonstrates limited chronological grasp and limited awareness of the process of change.	1-2

Use 0 for incorrect or irrelevant answers.

This is an example of the indicative content which could be used to answer this type of question. This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues which candidates may consider are:

- *the extent of change in attempts to treat illness and disease will be explored through the creation of a narrative covering the three historical eras in this theme. Answers will demonstrate structured and well organised narrative accounts of the major changes in attempts to treat illness and disease across the whole period covered;*
- *in relation to the medieval era candidates may stress that most attempts to treat illness and disease were based on traditional remedies; these will include herbal medicines and the use of leeches; there may be reference to barber surgeons as an early form of surgery; there may also be reference to these methods as being largely ineffective in general;*
- *in the early modern era candidates may stress that traditional remedies continued to be used to treat illness and disease; however, there should be reference to the increasing use of science to improve medical knowledge and to trial and use different kinds of cures; these however were limited in their success and disease and low life expectancy continued to be problems;*
- *candidates will show that the real beginning of change in the attempts to treat illness and disease is seen in the nineteenth century; expect reference to the pioneering work of Lister in antiseptics and Simpson in anaesthetics, both of which were major turning points in the narrative of attempts to treat illness and disease;*
- *candidates will then show that the narrative increases its pace in the twentieth century; expect reference to Marie Curie and the use of radiation; the roles of Fleming, Florey and Chain in the development of antibiotics; developments in transplant surgery and modern advances in cancer treatment and surgery; candidates should stress that the pace of change in the twenty-first century continues to quicken leading to more and more techniques that have been successful in treating disease and illness.*

The complexity and probable length of the response to Question 5 means that marks are awarded for spelling, punctuation and grammar and the use of specialist terms in this question. Assessors will apply the descriptors in this chart to award up to four additional marks:

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

Rationale for question 6(a)

- this question is worth 8 marks and targets AO1.
- it will ask candidates to describe features of an historic site.

Describe two main features of the Great Plague in Eyam in 1665.

[8]

Question 6(a) mark scheme

The focus of this question is being able to demonstrate detailed and accurate knowledge of the historic site set in its context. Candidates will need to identify features and use their knowledge to provide a detailed and accurate description of the features. The emphasis is purely on description. No analysis of the significance of the given features is required.

These are the band descriptors and mark allocations available to assessors for Question 6(a).

AO1(a) 8 marks		
BAND 3	Offers relevant and accurate knowledge to describe features of the historic site set within its appropriate historical context.	6-8
BAND 2	Offers some relevant and accurate knowledge to describe features of the historic site set within its historical context.	3-5
BAND 1	Offers a generalised description with limited knowledge of features of the historic site.	1-2

Use 0 for incorrect or irrelevant answers.

This is an example of the indicative content which could be used to answer this type of question. This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues which candidates may consider are:

- *aspects of the disease associated with the historic site of Eyam: the village in rural Derbyshire saw its first signs of the Plague in early 1665. The village's historic links with London was thought to be the main cause as the infection was transported in a flea-ridden bundle of cloth. The death toll in 1665 was very heavy with over 260 deaths out of a total of 350 inhabitants;*
- *the response of people to the plague in the historic site of Eyam: people turned to church ministers for leadership and protection; the village was quarantined and church services held in isolation; families buried their own dead;*
- *buildings in the historic site of Eyam associated with the plague: people used plague stones soaked in vinegar to mark the village boundaries; burials were in very isolated places on local moors; records of local fatalities were recorded in the nearby church.*

Rationale for question 6(b)

- this question is worth 12 marks and targets AO2.
- it will ask candidates to provide a reasoned, well supported explanation and analysis of the way in which the historic site demonstrates continuity and/or change in a particular theme over time. For example how a particular site demonstrates changes in the treatment of patients, or changes in methods of warfare.
- responses need to be set within the relevant historical context. This means demonstrating knowledge of the key characteristics of the period under discussion.

Explain why the environment of Eyam during the Great Plague was significant in showing changes in attempts to combat disease in the seventeenth century.

[12]

The emphasis in this question is on explaining how an historic site demonstrates change over time in a particular theme and period in history. In doing this candidates will demonstrate the significance of the historic site.

Question 6(b) mark scheme

These are the band descriptors and mark allocations available to assessors for Question 6(b).

	AO2 12 marks	
BAND 4	Offers a sophisticated and reasoned explanation and analysis of the historic site and its relationship with historic events and developments. The answer fully addresses the position of the historic site in showing changes in health and medicine set within the appropriate historical context.	10-12
BAND 3	Offers a reasoned explanation and analysis of the historic site in showing changes in health and medicine set within the appropriate historical context.	6-8
BAND 2	Offers some explanation and analysis of the historic site in showing changes in health and medicine set within the appropriate historical context.	3-5
BAND 1	Offers a generalised explanation and analysis of the historic site with limited reference to changes in health and medicine.	1-2

Use 0 for incorrect or irrelevant answers.

This is an example of the indicative content which could be used to answer this type of question. This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues which candidates may consider are:

- *analysis of the historic site of Eyam in 1665 shows that it was typical of many villages that played a major role in the attempts to combat disease in the seventeenth century;*
- *the outbreak of plague in Eyam in 1665 led to early attempts to tackle the disease and future outbreaks. These included ordering families to dispose of their own dead in order to prevent the spread of the disease;*
- *the outbreak of the plague in Eyam also led to the use of plague stones that were significant because they warned people not to enter the village thus inhibiting the spread of the disease;*
- *putting the village in quarantine was also a new method of attempting to combat the spread of the disease. This was significant because it was a new method and presaged later strategies for preventing the spread of disease;*
- *care was also taken with the supply of food to the village to prevent contamination of the food supply;*
- *Church services were relocated to avoid close contact with plague victims;*
- *in these ways the village of Eyam during the Great Plague of 1665 was significant in showing new methods of combating disease in the seventeenth century. It was also significant in anticipating later methods of preventing the spread of disease.*