

# (8145) GCSE History Supporting Marking Guidance

Paper 1 Section A Period Studies (8145/1A/A/B/C/D)

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## Introduction

As part of their training this summer, all examiners were given the following guidance document along with the question papers, mark scheme and standardisation materials for the particular component they were marking for AQA. It was written by the senior examining team. The purpose of the guidance was to clarify key aspects of the mark scheme and further ensure consistency of approach across the components. Examiners were instructed that the guidance should be read alongside the question paper, mark scheme and standardising materials and that the guidance did not reflect a change in the standard applied.

We hope that this guidance can now aid you in your understanding of how the standard was applied and deepen your understanding of how the key aspects of the mark scheme work. Similar guidance is available on eAQA Secure Key Material for the Wider World Depth Studies, Thematic Studies and British Depth Studies.

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### Question 1

*Analyse individual interpretations (AO4a)*

*Analyse how interpretations of a key feature of a period differ (AO4b)*

**How does Interpretation B differ from Interpretation A about X? (4)**

As the Mark scheme indicates at **Level 1**, responses identify differences between the two Interpretations. These responses often use the vocabulary of the Interpretations. Frequently responses at Level 1, identify a valid difference by referencing both Interpretation A and B but the point of difference is implicit.

At **Level 2**, the response will often show a developed analysis by the using the content of the two interpretations to infer a difference not directly stated in the interpretation. That is to say, the response is often more specific about a way in which they differ, or what it is they differ about. The response will make an inference and often characterise what it is that the Interpretations differ about, by the use of original vocabulary that is in neither of the Interpretations. Only ONE inference is required.

### Question 2

*Analyse individual interpretations (AO4a)*

*Analyse why interpretations differ (AO4c)*

**Why might the authors of interpretations A and B have a different interpretation about X? (4)**

There are a number of ways in which a response may explain the difference between the two Interpretations. These are well known and identified in the mark scheme as, for example, differences in the time of writing, place, author's experience or beliefs, their access to information, purpose and audience. Unfortunately it is common for answers to repeat parts of the response to Question 1 as a prelude to their answer here for Question 2.

At **Level 1** answers will tend to assert a reason for the differences between the two interpretations, usually one of those given above e.g. the author's purpose etc. The answer will recognise a reason for the difference but the reasoning behind the choice will be implicit e.g. 'he would say that wouldn't he...' or the reason may simply be supported by contextual knowledge.

At **Level 2** we would expect to see either some historical knowledge of the period being deployed to support an argument about difference **OR** some extended reasoning that is contextually valid.

### Question 3

*Analyse individual interpretations (AO4a)*

*Evaluate interpretations and make substantiated judgements in the context of historical events studied (AO4d)*

**Which interpretation do you find more convincing about X? (8)**

Having considered the differences and possible reasons for those differences in answer to Questions 1 and 2, the answer to Question 3 should focus on the strength of the 'argument' or opinion given in each Interpretation. The candidate needs to 'interrogate' those arguments with reference to their own contextual historical knowledge.

### Levels 1 & 2

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It is important with this question to focus on the 'X' in the wording. Some answers at Levels 1 & 2 may tend to base their responses on **one** Interpretation, **or both**, and demonstrate a simple or basic level of knowledge and understanding about 'X'. They will give a reason or reasons for saying that one Interpretation is more convincing based upon a basic or simple level of knowledge and understanding **of one or each** Interpretation of 'X'.

This reasoning means that a point (P) will have been made and supported by **either** Evidence **or** some further expansion of the point **only**. The understanding in the answer remains implicit because the connections between the point and the evidence (E) are not made explicit through an explanation (E) that is relevant to the Question. The presentation of the answer with regard to whether or not it is 'convincing' may be implicit or dictated by the format of the question.

It is also possible to reward responses to this question at Level 1 and up to Level 2, if the response is based upon the provenances of the interpretations. However Level 2 marks for a provenance-only based answer must be supported by relevant historical knowledge and understanding.

At **Level 3 & 4 both** Interpretations will be considered in the response. It is possible that one interpretation will be treated more substantially than the other. An equally balanced treatment of each interpretation in terms of the length of the answer is not required. Responses at **Level 3** have some detailed knowledge and understanding relating to 'X' that is then related to one of the interpretations.

The target strand of Assessment Objective 4d requires a substantiated judgement. It will be straightforward to assess whether or not a substantiated judgement has been provided and **Level 4** marks awarded. This must be sustained and not merely a preference; a 'substantiated judgement' is reasoning that will be backed up by historical knowledge and understanding which is referenced to the judgement. However it is frequently a characteristic of Level 4, and perfectly acceptable, that the judgement appreciates the validity of both interpretations. It may seek to reconcile them or recognise aspects of both interpretations that are convincing or valid. There may be judgements about each interpretation within the response. In so doing they may appear to neglect the premise of the question which is to choose one of the interpretations. However, they would still be worthy of level 4 marks. Examiners need to be looking for and keen to reward all responses at Level 4 that show complex reasoning even though the preference for one interpretation over the other is only slightly indicated.

At level 4 an explanation may be complex in a number of ways. Complex thinking may be understood by examiners as understanding the Interpretations in a broader historical context. It may also be complex in the way that the answer shows an appreciation and exploration of inference, or abstract, substantive concepts in relation to the Interpretations. The answer might be complex in the way that it questions or explores the typicality of the interpretations, their range, comprehensiveness or accuracy. Complex thinking can be demonstrated in the way that in which the answer differentiates the focus or emphases of the Interpretations.

#### **Question 4**

*Demonstrate knowledge of the key features and characteristics of the periods studied (AO1a)*

*Demonstrate understanding of the key features and characteristics of the periods studied. (AO1b)*

**Describe 2 problems faced by... X (4)**

This is the only question in both papers that considers Assessment Objective 1 on its own.

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At **Level 1** answers identify a relevant problem faced by... X. At level 1 it is possible for answers to supply a large amount of information and yet the 'problematic' aspect of that issue to remain implicit. An answer with **ONLY** one problem will be marked here.!

At Level 2 answers reflect explicitly upon or show a clear understanding of the nature of, the 'problem' that the issue posed. Answers at this level will explicitly address two problems and show knowledge of each. An answer showing knowledge of one problem and referring to other relevant knowledge that is implicitly problematic should be marked at low Level 2.!

### Question 5

*Explain and analyse historical events and periods studied using second-order concepts (AO2:4)  
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)*

#### **In what ways were the lives of X affected by Y? (8)**

This question examines knowledge and understanding of some specific changes that occurred in the period. Many answers have knowledge of the topic specified (Y) in the question, but the important distinction required at Levels 3 & 4 is to explain the ways in which people's lives were affected by the topic specified. In other words how did Y change X?

#### **Levels 1 & 2**

At **Level 1** answers will show knowledge of the particular topic specified (Y) in the question. The ways in which the particular topic may have affected people or specified group is likely to be implicit or asserted. At Level 1 responses provide information that is relevant to the topic.

At **Level 2** a consideration of the ways in which people or a specified group may have been affected may be more explicit than at Level 1 but may still be simply asserted or mentioned through following the format of the question i.e. 'X were affected by Y because...'. The change or consequence(s) should be related to the particular topic specified (Y). The change or consequence(s) at Level 2 will be explained in a **simple** way. At Level 2 this means that a point (P) will have been made and supported by **either** Evidence **or** some further expansion of the point **only**. The understanding in the answer remains implicit because the connections between the point and the evidence (E) are not made explicit through an explanation (E) that is relevant to the Question.

At **Level 2** it is possible for an answer to identify two points of change or consequence but the explanation of neither point is developed. The answer may remain as identified changes or consequence(s) which are partially supported by knowledge or relevant explanation. If this is the case then Level 2 marks are appropriate. An answer should also be given Level 2 if a change is identified and explained in a simple or straightforward way. Furthermore in addition to that one point of change there may be some additional knowledge and understanding which is related to the events, issue, features or people identified in the question. However if this is not clearly connected to another change or consequence(s), then the answer receives a Level 2 Mark.

An answer with **only one** developed point of Impact of Y on X, and no other relevant knowledge or understanding, will be rewarded at the top of Level 2. If the Additional material is assessed as Basic then the answer will remain in Level 2, if it is Simple then it should be considered for Level 3.

#### **Levels 3 & 4**

At **Level 3** students will provide **two** explanations of the impact of Y and show developed reasoning. That reasoning again may be developed in that it is supported by factual knowledge

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and understanding. However at Level 3 it is acceptable to award marks where **one** aspect of impact may be developed and another point has only a slight reference. That is to say the answer may present **two** aspects of impact but there may be an imbalance between the amounts of material provided for each aspect. The quality of the explanation or support will determine the mark within the level. A developed level of reasoning is shown in an answer that makes an accurate and relevant point (P), supporting it with explanation (E), and factual knowledge/evidence (E). This level of reasoning in an answer may be accomplished briefly.

At **level 4** the explanation may be understood to be complex by examiners in a number of ways. Complex thinking may also be understood as understanding the event, issue, feature or person's actions in a broader historical context. For example an answer may be complex in the way that it recognises the ways in which Y may have had a differential impact on different people within a group (X). The impact of Y may be differential depending upon the time, geography, experience, or the nature of X. An answer may display complex thinking in the way that it explores the relationship between two ~~or~~ different elements of the event, issue, feature or people. Level 4 answers often reveal a complexity of reasoning in the way that the answer shows an appreciation and exploration of an abstract, substantive concept rather than concrete elements in relation to the topic. An answer should be considered for a Level 4 Mark if there are 2 points of developed reasoning and that the reasoning for **one** impact is complex.

### Question 6

*Explain and analyse historical events and periods studied using second-order concepts (AO2:6)  
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:6)*

**Which of the following was the more important reason for X? (12)**

- A
- B

This question format is familiar from previous Specifications as a bullet point Question. There is a clear indication in the question that 'which' requires an evaluation at the higher Levels of the mark scheme. Furthermore the question requires that 'both' bullet points should be considered in an answer. Answers that deal with one bullet point will be rewarded at Levels 1 & 2 dependent upon the quality of the explanation or factual support provided in the answer.

Each level in the mark scheme contains 3 marks; examiners should first determine the level and initially consider an answer from the midpoint mark of that level. Revise the mark up or down depending on the performance in AO1 (knowledge and understanding) **and** AO2 (explain and analyse).

### Levels 1 & 2

Answers which show relevant knowledge of A and/or B may be rewarded at **Level 1**. It is likely in answers at level 1 that the knowledge and understanding deployed will have an implicit relevance to the main event/feature/outcome in the question (X).

There are a few answers that will be seen which contain lists of briefly stated points relating to A and B and references to (X). These answers may be without any supporting knowledge or understanding (AO1). These should be rewarded at Level 1.

However answers at **level 2** should more explicitly address knowledge and understanding about A and B in relation to the relevant Second Order Concept (SOC) and the main event/feature/outcome (X) stated in the question. At level 2 this often means that a point (P) will have been made and

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supported by **either** Evidence **or** some further expansion of the point **only**. The understanding in the answer remains implicit because the connections between the point and the evidence (E) are not made explicit through an explanation (E) that is relevant to the Question. At both Levels 1 and 2 the mark within the level will be determined by the quality of the explanation or factual support provided.

Answers that deal explicitly with only one bullet point will be rewarded to a maximum of **Level 2**. It is expected that an answer at level 2 should explicitly address knowledge and understanding to support a point or argument about either A or B or both and relate to the main event/feature/outcome (X) in the question. Such an answer may be given marks depending upon the knowledge / understanding (AO1) and explanation / analysis (AO2) provided to support it. In addition there may be answers which include other knowledge related to the main event/feature/outcome (X) in the question but do not clearly associate that knowledge with either A or B; this would also qualify for reward within Level 1 or in addition to relevant knowledge and understanding about A or B at Level 2.

### **Levels 3 & 4**

At **Level 3** both bullet points A & B will be addressed. The quality of the explanation or support will determine the mark within the level. At Level 3 the answer will address the relevant SOC stated in the question in relation to (X). There may be an imbalance between the amounts of material provided for each bullet point. A developed level of reasoning is shown in an answer that makes an accurate and relevant point (P), supporting it with explanation (E), and factual knowledge/evidence (E). This level of reasoning in an answer may be accomplished briefly.

The **Level 4** of the mark scheme requires complex thinking that leads to a substantiated judgement. That means that a judgement is and should be substantiated by reasoning or factual knowledge and understanding. In other words this is not merely stating a preference or a blunt assertion that both bullet points are important without explanation. Such a response would be a low level 1 or 2 response. Complex reasoning is about more than just making a choice. A 'judgement' at Level 4 will require reasoning that will be backed up by historical knowledge and understanding which is referenced to the judgement. This level of reasoning in an answer may be accomplished briefly.

The reasoning in **Level 4** answers may seek to reconcile the bullet points, explore the relationship or interaction between them or recognise that aspects of both bullet points A & B have contributed to the causation/consequence of the main event/feature/outcome (X) in the question. In so doing the answer may appear to reject the premise of the question which is to choose one of the bullet points as the more important reason for the event. However this should be seen as a valid response at Level 4 that has explored the 'more important' element of the question and is making a judgement. Furthermore there may be judgements about each bullet point within the response. Judgements may occur throughout answer or be seen in the concluding paragraph. There are also many responses that should be rewarded at Level 4 which consider and judge the relative importance of each bullet point in relation to the proposition in the question rather than in relation to the other bullet point. So Examiners need to be looking for and keen to reward all responses that show complex reasoning even though the preference for one bullet point over the other is only slightly indicated.