

(8145) GCSE History Supporting Marking Guidance

Paper 1 Section B Wider World Depth Studies (8145/1B/A/B/C/D/E)

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 Period Studies, Thematic Studies and British Depth Studies.

Question 1 Source A supports/is critical of X. How do you know?

Analyse sources contemporary to the period (AO3a)

At **Level 1** as the Mark scheme indicates, responses identify a feature of the Source using **either** the content **or** provenance. These responses often use the vocabulary of the Source or describe the features of the image involved. Frequently responses at Level 1, identify a valid feature of the Source but the connection between that feature and the proposition in the statement e.g. 'supports' or 'is critical of' remains implicit.

At **Level 2**, the response will often show developed analysis by the use of original non-source vocabulary to explain how the features of the Source relate to or connect with the proposition in the statement. At Level 2 the response may use either extended contextual understanding **or** factual knowledge to explain why the Source is for example 'supporting' or 'critical of' the proposition in the question. This may be based on **either** the content **or** the provenance of the Source.

Question 2 How useful are sources B and C to an historian studying X?

Analyse sources contemporary to the period (AO3a)

Evaluate sources and make substantiated judgements (AO3b)

Levels 1 & 2

At Levels 1 & 2 responses may be based on **either** the provenance **or** the content of the Sources. At Levels 1 & 2 responses may be based on **either** Source.

At **Level 1** answers are likely to identify basic features of the Source(s), either the content or provenance and may provide some description, or show understanding, of them. At Level 1 answers may include knowledge that is related to the enquiry topic specified in the question.

At **Level 2** the usefulness of the source(s) for the enquiry topic specified in the question will be implicit or mentioned through following the format of the question i.e. 'it is useful because...'. Some simple knowledge or understanding will be shown that is relevant to the enquiry topic specified in the question. Answers offering a simple inference based on either the provenance or the content should be rewarded at level 2, however the connection between the usefulness of the Sources and X is likely to be implicit. 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.

Level 3 & 4 At **Level 3**, with reference to **either** the content **or** the provenance, answers will show developed knowledge and reasoning about the utility of the Sources in the context of a Wider World Depth study. The knowledge and reasoning will be related explicitly to the specific enquiry topic specified in the question. Answers may be assessed at Level 3 in a number of ways:

- (i) If the answer contains '**Developed**' reasoning with regard to the **Content** of Source B and Source C.
- (ii) If the answer contains '**Developed**' reasoning with regard to the **Provenance** of Source B and Source C.
- (iii) If the answer contains '**Developed**' reasoning with regard to the **Content or Provenance** of **either** Source B **or** C accompanied by some **Simple** relevant reasoning about the **Content or**

Provenance of the other source. The mark within the level will be determined by the quality of the explanation or factual support used to support the analysis.

At level 3 answers will readily display knowledge and understanding about the content of the sources. However answers are frequently less perceptive about the provenance of Sources. Examiners need to be aware of some of the ways in which answers may gain merit for a consideration of provenance. Many answers will be seen that approach the provenance of the Sources from the point of view of the purpose or audience. This is not the only way in which a source can be evaluated for utility with regard to its provenance. Examiners should be on the lookout for answers about provenance that consider the time when the sources were created and the historical context of that time. Other answers will be seen that consider the circumstances and experience of the author/artist to know about the situation or events that the Source purports to portray.

To be considered for a lower **Level 4** mark an answer must (i) deal with both Sources and (ii) provide a developed answer (level 3) that considers content **and** provenance. It will do this at Level 4 by reference to the content of one Source and the provenance of the other. That is to say, with regard to both the content and the provenance of the Sources, the answer will display developed knowledge and reasoning that is related explicitly to the enquiry topic specified in the question.

It is important to remember that answers do not need to refer to both the content and provenance of both sources. To be considered for Level 4 marks answers may refer to the content of **one** source and the provenance of **the other** source. The requirements are that each Source is discussed and the content and provenance is developed i.e. at Level 3. As explained above, an answer that discussed both content and provenance for one source only, would not qualify for Level 4 marks but level 3 marks. An answer that discussed for example, the content for Source B and the provenance for Source C, would qualify to be considered for **low** Level 4 (10marks) if the content (B), and provenance (C) were developed i.e. at Level 3.

An answer at the upper **Level 4** of the mark scheme will show complex thinking by providing a substantiated judgement. This judgement may be about either the content or provenance and should consider the utility of one source in the broader historical context of a Wider World Depth study. An upper Level 4 'judgement' will be substantiated by contextual historical knowledge and understanding which is referenced to the interests of the historian/ the tail of the question.

An answer might make a judgement based upon the individual merits of the provenance or the content of **one** source, or **both** sources together. A judgement about utility at **level 4** may be understood to be complex by examiners in a number of ways. Complex thinking may also be understood as understanding the event (X) in a broader historical context. Level 4 answers often reveal complexity 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.

It is important to remember that the question does not require a decision about which Source is more useful. That would be a different question. If the answer approaches the question from that point of view then the historical knowledge and understanding in the answer should be assessed. No credit can be given for a preference.

The question as it is posed, 'how useful...' allows for evaluation. Answers that explain the **limitations**, weaknesses, or deficiencies of the Sources are valid. However these answers have to be strictly relevant to the enquiry point in the question. The enquiry point is often the 'tail' of the question. Answers that contain discussion of the 'limitations' of the Sources have to be contextually

and chronologically valid in their argument and in relation to that enquiry point. The majority of answers that argue about the usefulness of the Sources based upon its omissions are usually weak or misguided. This is often seen as a list of events that the sources do not mention. It is obvious that it would not be good assessment practice if the paper included sources that were not useful for the particular line of enquiry suggested in the question. Nevertheless a number of answers detail the limitations of the sources and provide, often anachronistically, a list of aspects of the topic that the Sources omit. It is difficult to identify and argue relevantly in context about the limitations of the Sources in the short time available in the exam. Especially when there is more obvious value and utility in the Sources that may be easily discussed. Suffice to say that full marks on this question are easily accessible without any mention of limitations.

Question 3 Write an account of how...

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)

The relevant Second Order Concepts in these questions that require the student to, 'write an account' are Causation and/or Consequence. **However there is no preferred structure for the answer to this question.**

Levels 1 & 2 At **Level 1** responses will identify basic knowledge and understanding that is related to the topic. At **Level 2** the responses will begin to be related to the relevant Second Order Concept involved in the question. The question may be seen as needing a narrative or account of events related to the topic or a very simple representation of events in which the relevant SOC is **implicit**. Such an answer may be given Level 1 or 2 marks depending upon the knowledge and understanding provided to support it. In addition an answer may include other knowledge related to the topic area without clearly associating it with the relevant SOC; this would also qualify for reward at Level 1 or 2.

Levels 3 & 4 Answers at Level 3 are 'developed' in that they show reasoning in an answer that makes an accurate and relevant point (P) about the issue or topic, supporting it with explanation (E), and factual knowledge or support/evidence (E). This level of reasoning in an answer may be accomplished briefly.

At Level 3 the 'Analytical' element of the target Assessment Objective 2 is clearly evident and must be related to the relevant SOC in the question. Accurate knowledge and understanding will be deployed in the response to support an explanation that **relates** explicitly to the specific enquiry point or 'tail' of the question. This might be in relation to actions or events that were likely to cause or create 'problems' or more simply to 'affect' an area or country.

A developed answer that relevantly explains only **one** Cause, or Consequence – it may be the one given in the question – should be awarded a maximum of Level 3 marks. An answer that qualifies at level 3 may also contain other knowledge and understanding that is related to the topic - which otherwise on its own would be rewarded at Level 1 or 2 - may be considered for the upper mark in Level 3. If the Additional material is assessed as Basic then the answer will remain in lower Level 3, if it is Simple then it should be considered for upper Level 3.

It is expected that at Level 4 **two** aspects of the issue will be covered and the answer shows developed reasoning about both aspects. Those 2 aspects at level 4 need not be in themselves sequential but should be consequential or causal to the event or the specific enquiry point of the question.

Question 4 ‘X was the main reason for Y’ How far do you agree with this statement?

*Explain and analyse historical events and periods studied using second-order concepts (AO2:8)
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:8)*

This question format is familiar from previous Specifications though in this context it refers to the Wider World Depth study. There is a clear indication in the question that ‘how far’ requires an evaluation for the higher Levels of the mark scheme.

Each level in the mark scheme contains 4 marks; examiners should consider the level divided into two bands with an initial judgement made as to the band at the entry level. Superior performance within the level may improve the mark within the band or between the bands.

Levels 1 & 2 Answers which show relevant knowledge from the specified content (Y) 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 contention in the question (X) (referred to as a factor in the mark scheme) .

There are a few answers that will be seen which contain lists of briefly stated points relating to the topic or event (Y) or the factor in the question (X). Answers at this level may identify a different factor to the one stated in the question. These answers may be without any supporting knowledge and understanding (AO1) or explanation and analysis (AO2). These should be rewarded at Level 1.

However answers at **Level 2** should more explicitly address knowledge and understanding to the stated factor/reason/consequence (X) and relevant SOC in the question. At Level 2 this Simple 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 largely implicit because the connections between the point and the evidence (E) are not made completely explicit through an explanation (E) that is relevant to the Question. This will be exemplified by the relevant standardising examples. At both Levels 1 and 2 the mark within the level will be determined by the quality of the explanation and/or factual support provided.

At Level 2 answers that deal explicitly with **only** one factor – it may be the factor (X) given in the question – 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 the factor (X) which may be the one stated in the question or another. Such an answer may be given marks depending upon the knowledge and understanding-provided to support it. In addition there may be answers which include other knowledge related to the topic area (Y) which do not clearly associate that knowledge with the relevant SOC; this would also qualify for reward within Level 1 or in addition to an explicit factor, at level 2.

Levels 3 & 4 At Levels 3 & 4 the answer will address the specific factor/reason/consequence (X) and relevant SOC stated in the question in relation to (Y). There should be **another** factor as well as that which is provided in the question (X). However there may be an imbalance between the amounts of material provided for each factor. The quality of the explanation or support will determine the mark within the level. Some answers may provide more than two factors in response to the question. Reasoning may be developed in that it is supported by factual knowledge and understanding. 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 or support/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; a 'judgement' at Level 4 will be backed up by historical knowledge and understanding which is referenced to the judgement. Judgements may occur throughout answer or be seen in the concluding paragraph. This level of reasoning in an answer may be accomplished briefly.

As with similar questions, it is frequently a characteristic of Level 4 and perfectly acceptable that the answer may in the judgement appreciate the validity of several different factors and the relevant SOC in relation to the topic (Y).

At **Level 4** it is common though to see responses that consider together the impact or influence or interaction of particular factors/reasons/consequences. Answers may seek to reconcile for example causes, explore the relationship or interaction between them, and the way they have contributed to the causation/consequence of the main event/feature/outcome (Y) in the question. In so doing the answer may appear to reject the premise of the question which is to choose the 'main' reason for the event. However this should be seen as a valid response at Level 4; one that has explored the 'main' qualifier in the question and is making a judgement.

The answers may also make a separate judgement that displays complex thinking about the impact of each particular factor that is carefully reasoned and sustained. 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 factor above others is only slightly indicated.

Spelling, punctuation and grammar.

The likelihood is that most students entered for GCSE History will have demonstrated at some point at least an intermediate performance in spelling, punctuation and grammar. It is important to consider the quality of **historical communication** shown by the answer. If the historical communication is good then it should be possible to assess the value of the historical knowledge, understanding, and skills displayed in the response. It is possible for students to communicate well an historical answer that they believe to be accurate and relevant but its historical value could be assessed as of low or no merit. Thus it is possible for students to gain high marks for SPaG in an answer that shows little or no historical merit. It is unlikely that an answer will provide sufficient evidence to assess historical communication at Upper Intermediate (3) or High performance (4) in less than a paragraph of writing.