

# (8145) GCSE History Supporting Marking Guidance

Paper 2 Section B British Depth Studies (8145/2B/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 mark scheme 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, Wider World Depth Studies and Thematic Studies.

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### Question 1 How convincing is Interpretation A about X?

*Analyse individual interpretations (AO4a)*

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

It is important with this question to focus on the 'X' in the wording of the question and the many points that will have been raised as part of the 'arguments' or opinions given in the Interpretation. The candidate needs to 'interrogate' those arguments or opinions with reference to their own contextual historical knowledge.

#### Levels 1 & 2

Some answers at **Levels 1 & 2** may tend to base their responses on a basic or simple level of knowledge and understanding about 'X'. At level 2 some simple knowledge or understanding will be shown at that is relevant to the enquiry topic specified in the question. At Level 2 this often 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.

An answer with **only one** developed point will be rewarded at the top of Level 2. However the answer may contain additional knowledge and understanding relating to the events, issues, features or people identified in the Question. 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

It is not usually possible or intended to reward responses to this question if the response is based upon the provenance of the interpretation.

#### Levels 3 & 4

At **Level 3** answers will provide **two** points on which they find the Interpretation A convincing and show developed reasoning. That 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.

At Levels 3 & 4 although two aspects of the Interpretation will be addressed but there may be an imbalance between the amounts of material provided for each point. The quality of the explanation used to support the analysis will determine the mark within the level. At Level 3 one point may be developed and the other may comprise only a slight reference.

The target strand of Assessment Objective 4d requires a substantiated judgement. A 'substantiated judgement' will require reasoning that will be backed up by historical knowledge and understanding which is referenced to the judgement. At **level 4** the explanation may be understood to be complex by examiners in a number of ways. Complex thinking may be understood as understanding the Interpretation in a broader historical context. It may also be complex in the way that the answer shows an appreciation and exploration of an inference, or an abstract, substantive concept in relation to the Interpretation.

### Question 2 Explain what was important about X

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*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)*

### **Levels 1 & 2**

This is a straightforward question which considers the importance of an event, issue, feature or person. At **Level 1** importance 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 importance of the material may be more explicit but may still be simply asserted or mentioned through following the format of the question i.e. 'it is important because...'. The importance 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. The importance should be related to the relevant SOC in the question and will be related to the chosen topic. The importance may be related to the impact or change that the event, issue, feature or person's actions chosen, had at the time.

At Level 2 it is possible for an answer to identify two points of importance and the explanation of both points of importance is still simple, that is to say implicitly linked to the question but not explained. The answer may remain as identified importance or importance(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 point of importance is identified and explained in a simple or straightforward way. Furthermore in addition to that one point of Importance 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 point of importance, then the answer receives a Level 2 mark.

An answer with **only one** developed point will be rewarded at the top of Level 2. However the answer may contain additional knowledge and understanding relating to the events, issues, features or people identified in the Question. 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 Importance of X and show developed reasoning. That reasoning again will be developed in that it is supported by factual knowledge and understanding. However at Level 3 it is acceptable to award marks where one aspect of importance may be developed and another point has only a slight reference. That is to say the answer may present **two** aspects of importance 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 it may be complex in the way that the answer shows an appreciation and exploration of an abstract, substantive concept rather than concrete

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elements in relation to the topic. An answer may display complex thinking in the way that it explores the relationship between two elements of the event, issue, feature or person's actions.

### **Question 3 Write an account of X**

*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 key Second Order Concepts in these questions that require the student to, 'write an account' are Causation, Change, Continuity 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 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 **are 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 by making an accurate and relevant point (P), supporting it with appropriate 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, Change, Continuity 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 two 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 'The main change/cause/consequence that X demonstrated was Y.' How far does a study of Z (site) support 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)*

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This question format is familiar from previous Specifications though in this context it refers to an Historic Environment (HE) site. 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 about the site (Z) may be rewarded at **Level 1**. It is likely in answers at level 1 that the knowledge and understanding deployed may have an implicit relevance to the SOC, the stated aspect of the HE given in the question (Y) or the genre/type of site (X) stated in the question.

However at **level 2**, answers should explicitly provide knowledge and understanding of the stated aspect of the HE given in the question (Y), or another aspect of the HE, and make that aspect relevant to the SOC and genre/type of site (X). This means that at level 2 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 or factual support provided.

There may be answers which include **other knowledge related to the genre/type of site (X) or site (Z)** which is not clearly associated with the relevant SOC. This would usually qualify for reward within Level 1 or in addition to **one** explicit aspect/feature of the HE, at level 2. Answers that deal explicitly with **only one** aspect of the HE in the context of the relevant SOC and genre (X) – will be rewarded to a maximum of Level 2.

There are a few answers that will be seen which contain lists of briefly stated points (sometimes generic) relating to the SOC or genre of Historic Environment (X) site e.g. country houses, castles et cetera. These answers may be without any supporting knowledge of the site (Z) for knowledge and understanding (AO1). These should be rewarded at Level 1.

**Levels 3 & 4** At Levels 3 & 4 the answer will address the stated aspect of the HE given in the question (Y). There should be **another** relevant aspect of the Historic Environment site (Z) **in addition to** the stated aspect of the HE given in the question (Y). However there may be an imbalance between the amounts of material provided for each the aspect of the HE in the answer. The quality of the explanation or support will determine the mark within the level. Some answers may provide more than one relevant aspect of the HE (Y) in addition to the stated aspect of the HE given in the question (Y). Answers at level 3 are ‘developed’ in that they show reasoning in an answer by making an accurate and relevant point (P), supporting it with appropriate 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. Judgements may occur throughout an answer or be seen in the concluding paragraph. 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 require reasoning that will be backed up by historical knowledge and understanding which is referenced to the judgement. However, as with other questions, it is frequently a characteristic of

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Level 4 and perfectly acceptable that the answer may in the judgement appreciate the validity of several different relevant aspects as evidenced by the site (Z). The answers may make a separate judgement that displays complex thinking about the importance of different aspects of the site in the relation to the SOC that is carefully reasoned and substantiated. It is common though to see responses that consider together the relative importance of different aspects of the site or the interaction of them in the context of the relevant SOC and genre (X). In this way the response addresses the 'main' qualifier of the question. 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 aspect above others is only slightly indicated.