

GCSE



WJEC GCSE in
HISTORY
Examined Units 1, 2 and 3

APPROVED BY QUALIFICATIONS WALES

GUIDANCE FOR TEACHING

Teaching from 2017

This Qualifications Wales regulated qualification is not available to centres in England.



Contents

Introduction	3
Subject Content	4
Continuing Professional Development	4
Frequently Asked Questions	5
The Structure of the WJEC GCSE in History Specification	6
The WJEC course at a glance	7
How is assessment arranged?	8
Resources	8
Planning your course	9
Teaching Unit 1 – Wales and the wider perspective	11
General assessment of Unit 1	13
Detailed assessment guide for teachers and learners Unit 1	15
Teaching Unit 2 – History with a European / world focus	28
General assessment of Unit 2	31
Detailed assessment guide for teachers and learners Unit 2	32
Teaching Unit 3 – Thematic studies from a broad historical perspective	44
General assessment of Unit 3	47
Detailed assessment guide for teachers and learners Unit 3	48

Introduction

The WJEC GCSE in History specification is available for teaching from September 2017. The first full GCSE awards for this specification will be made in summer 2019. The specification can be delivered and assessed in centres in Wales.

The WJEC GCSE in History specification fully meets the demands of the subject content for History and the regulator in Wales, Qualifications Wales.

This Guidance for Teachers is one of a number of ways in which WJEC 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 website
- CPD advice available via the WJEC website
- additional resources on specific options available in Spring 2017 on the website
- easy access to both the Subject Officer and to administrative sections.

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Subject Content

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

The subject content requirements for GCSE History in Wales recommended the following elements:

Two Studies in Depth (one Welsh/British and one non-British)

One Thematic Study covering all or part of three historical eras (Medieval, c.1200 -1500; Early Modern, 1450 -1750, and Modern, 1700 to the present day).

Study of an historic site

Non-Examination Assessment

A substantial proportion of Welsh history which should be embedded in the required content for the specification in Units 1 and 3

Continuing Professional Development

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

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

<http://www.wjec.co.uk/teachers/teacher-support/>

Frequently Asked Questions

Q. When should we start teaching the WJEC GCSE in History specification?

A. The new specification is for first teaching in September 2017. The first award is summer 2019. There will be an early entry opportunity for Unit 2 only in summer 2018.

Q. When will the current strengthened specification be assessed for the last time in Wales?

A. The last assessment opportunity for the current strengthened specification will be in summer 2018.

Q. How long will the WJEC 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 specification unitised?

A. Yes. The course is fully unitised and all units will be available for examination in each examination series.

Q. Is there Non-Examination Assessment?

A. Yes. Controlled Assessment is now referred to as Non-Examination Assessment and is still used for assessment in the reformed GCSE in History qualification in Wales.

The Structure of the WJEC GCSE in History Specification

Content

The WJEC GCSE in History specification has four units:

Unit 1 is entitled ***Wales and the wider perspective*** and involves the study of **one** depth study from a choice of four options in total. The studies in depth in this unit cover in detail substantial periods in Welsh and British history from different historical periods. Unit 1 is worth 25% of the qualification.

Unit 2 is entitled ***History with a European / world focus*** and involves the study of **one** depth study from a choice of four options. The studies in depth in this unit cover in detail substantial periods in European and world history from different historical periods. Unit 2 is worth 25% of the qualification.

Unit 3 is entitled ***Thematic studies from a broad historical perspective*** and involves the study of **one** thematic study from a choice of four options in total. The thematic studies in this unit cover in detail substantial periods in Welsh and British history from different historical periods. Unit 3 is worth 30% of the qualification. **The Thematic Studies include the study of a nominated historic site and its significance.**

Study of an historic site

The study of an historic site is part of the Thematic Study. Each Thematic Study option nominates an historic site which will be studied for the lifetime of the qualification.

Unit 4 is entitled ***Working as an historian: Non-Examination Assessment (NEA)*** and involves the completion of two tasks focusing on source evaluation and interpretations in history. This has replaced but is virtually identical to the Controlled Assessment in the legacy specification. Unit 4 is worth 20% of the qualification.

Assessment

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

- the style of each examination paper – Welsh/British studies in depth, non-British studies in depth, and thematic studies – is different
- the style of the papers means that the assessment will be unpredictable

Combination of options

Teachers should also note that there are no prohibited combinations.

The WJEC course at a glance

What options can centres choose from?

Unit 1: Studies in Depth – *Wales and the wider perspective*

Learners are required to study **one** option from **1A-D**.

- 1A** The Elizabethan Age, 1558 -1603
- 1B** Radicalism and Protest, 1810 -1848
- 1C** Depression, War and Recovery, 1930 -1951
- 1D** Austerity, Affluence and Discontent, 1951-1979

Unit 2: Studies in Depth – *History with a European / world focus*

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

- 2A** Russia in Transition, 1905 -1924
- 2B** The USA: A Nation of Contrasts, 1910 -1929
- 2C** Germany in Transition, 1919 -1939
- 2D** Changes in South Africa, 1948 -1994

Unit 3: Thematic Studies – *Thematic Studies from a broad historical perspective*

Learners are required to study **one** option from **3A-D**.

- 3A** Changes in Crime and Punishment, c.1500 to the present day
- 3B** Changes in Health and Medicine, c.1340 to the present day
- 3C** The Development of Warfare, c.1250 to the present day
- 3D** Changes in Patterns of Migration, c.1500 to the present day

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

Unit 4: Working as an historian – Non-Examination Assessment (NEA)

WJEC will provide an extensive range of NEA exemplars from which centres can choose. Alternatively, centres can devise their own NEA tasks which must follow the style and demand of the WJEC exemplars. These will be subject to verification by a senior moderator before learners begin their tasks.

Please note that the topics chosen for NEA in Unit 4 must not replicate or overlap with the content of any of the examined units chosen.

How is assessment arranged?

The WJEC GCSE in History specification will be assessed in the following way:

Unit 1

One paper of 1 hour assessing the Welsh/British Study in Depth (five questions)

Unit 2

One paper of 1 hour assessing the European/world Study in Depth (five questions)

Unit 3

One paper of 1 hour 15 minutes assessing the Thematic Study (seven questions)

Resources

WJEC appreciates that the changes that many centres will have to make to their teaching from September 2017 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 2017.

Option 1A	The Elizabethan Age, 1558 -1603	Published by Hodder Education
Option 1B	Radicalism and Protest, 1810 -1848	Work is progressing on production of electronic resources
Option 1C	Depression, War and Recovery, 1930 - 1951	Published by Hodder Education
Option 1D	Austerity, Affluence and Discontent, 1951 - 1979	Existing electronic resource on WJEC website adapted for the new course
Option 2A	Russia in Transition, 1905 -1924	Work is progressing on production of electronic resources
Option 2B	The USA: A Nation of Contrasts, 1910 -1929	Published by Hodder Education
Option 2C	Germany in Transition, 1919 -1939	Published by Hodder Education
Option 2D	Changes in South Africa, 1948 -1994	Existing electronic resource on WJEC website adapted for the new course
Option 3A	Changes in Crime and Punishment, c.1500 to the present day	Published by Hodder Education
Option 3B	Changes in Health and Medicine, c.1340 to the present day	Published by Hodder Education
Option 3C	The Development of Warfare, c.1250 to the present day	Work is progressing on production of electronic resources
Option 3D	Changes in Patterns of Migration, c.1500 to the present day	Work is progressing on production of electronic resources

Planning your course

Do I have to study Welsh history?

Yes. The GCSE History subject content stipulates that all courses must ensure coverage of a substantial proportion of Welsh history. This coverage must be substantial and emerge naturally out of the taught content. This specification covers this requirement by including a Wales and the wider perspective Study in Depth in Unit 1 and a Thematic Study in Unit 3 which requires consideration of long - term developments in a Welsh context. Each Thematic Study has content amplification focusing on how developments impacted on Welsh history or how developments in Wales affected wider historical trends. The content amplification can be used by teachers to integrate Welsh history into the study of the theme. It is by no means exhaustive and can be supplemented by teachers to provide both a local and wider context.

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 centre best.

Will there be resits?

Yes. All assessments for the WJEC GCSE in History specification will be available in each year during the lifetime of the specification from 2019.

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

The weighting for the different options is as follows:

Welsh/British Study in Depth – 25%

European/World Study in Depth – 25%

Thematic Study including study of an historic site and its significance – 30%

NEA – 20%

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>	NEA	12 weeks
<i>Term 5</i>	Changes in Health and Medicine, c.1340 to the present day	18 weeks
<i>Term 6</i>		

Teaching Unit 1 – Wales and the wider perspective

What is the purpose of Unit 1?

Unit 1 involves completing **one** Study in Depth focusing upon Wales and the wider perspective. This fulfils the requirement that candidates demonstrate knowledge and understanding of the past in depth and also look at key features and characteristics of societies at different times. Unit 1 will focus mainly on the analysis and evaluation of historical sources and understanding interpretations of the past.

Why are there four options in Unit 1?

Unit 1 has been arranged into **four** optional Studies in Depth focusing on Wales and the wider perspective. Regulations insist that the Unit 1 studies in depth must:

- focus on a substantial proportion of Welsh history
- consider the interrelationship between Wales and Britain as a whole

Therefore the WJEC GCSE in History specification offers the study of four options from different periods of Welsh and British history.

Centres must choose one Study in Depth in Unit 1.

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 questions 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 1A. The Elizabethan Age, 1558 -1603:

Key questions	Required Content
<u>Elizabethan government:</u> How successful was the government of Elizabeth I?	<i>The coronation and popularity of Elizabeth; Royal Court, Privy Council and councillors; local government in Wales; the role of Parliament: issues over taxation and freedom of speech; Welsh gentry – Katheryn of Berain; the Wynn family</i>
<u>Lifestyles of rich and poor:</u> How did life differ for the rich and poor in Elizabethan times?	<i>Contrasting lifestyles of rich and poor; lifestyle of the gentry in Wales - fashion and homes: Plas Mawr, Conwy, St Fagan's Castle; causes of poverty; issue of unemployment and vagrancy; government legislation including the 1601 Poor Law</i>
<u>Popular entertainment:</u> What were the most popular types of entertainment in Elizabethan times?	<i>The importance of popular entertainment; cruel sports; the Elizabethan theatre – design and plays; attitudes towards the theatre in Wales and England; traditional pastimes - Cnapan</i>
<u>The problem of religion:</u> How successfully did Elizabeth deal with the problem of religion?	<i>Religious problems in 1559; the Religious Settlement; Acts of Supremacy and Uniformity; reactions to the religious Settlement in Wales and England; the translation of the Scriptures into Welsh and its impact on Wales and the Welsh language: Bishop William Morgan, Richard Davies and William Salesbury</i>

How long should the Study in Depth in Unit 1 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 Unit 1 – Wales and the wider perspective

There is considerable change to the structure of the assessment of what is now called Unit 1 Wales and the wider perspective. In particular, the examination papers are now written in a style which enables WJEC to assess discrete aspects of candidate performance, in this case particularly the analysis and evaluation of historical sources and interpretations of the past. This is detailed below.

The assessment of the Unit 1 Study in Depth, Wales and the wider perspective will focus mainly on the analysis and 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:



UNIT 1 – Studies in Depth – Wales and the wider perspective
Papers for Unit 1 will focus mainly on the evaluation of historical sources and interpretations of the past.
All questions must be answered.

Question	Type of question	Mark
1.	Selection of information from two sources	4
2.	Source evaluation – single source contemporary to the period	6
3.	Significance question	12
4.	Connections question	12
5.	Interpretation question	16+3 SPaG
Total		53

How do I use sources contemporary to the period in teaching Unit 1 – Wales and the wider perspective?

Teaching of the Unit 1 Study in Depth should focus on both the analysis and 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 Unit 1 – Wales and the wider perspective?

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?]*.

Detailed assessment guide for teachers and learners

Unit 1 – Wales and the wider perspective

How does the paper work?

The examination paper is in booklet style and will last for 1 hour in one examination slot.

How does the Study in Depth paper in Unit 1 work?

This examination paper is based largely on the analysis and 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 be 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 UNIT 1 STUDY IN DEPTH SPECIMEN PAPER FOCUSING ON THE ELIZABETHAN AGE, 1558-1603 (1A).

Some advice regarding the application of the mark 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, candidates 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. Candidates should aim for a balanced use of both sources.

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

Band descriptors and mark allocations

	AO3 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.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to 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; great care had been taken over their construction; different plays were put on every day and they could clearly accommodate many people; 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; the theatres were open roofed with 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 6 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 candidates make a **clear judgement** in their response, stating the extent to which the source **accurately reflects** the issue in the question.

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

Source C

Awake now lovely people of Wales! I remember one excellent virtue which improved your lives namely the worship of pure Christianity. But recently you have not participated in anything of the good fortune of the world! This is because no one has written nor printed anything in your language. Therefore now you should be glad and offer your thanks to God, and to her grace the Queen. For by their authority and their command, your Bishops with the help of William Salesbury are bringing to you in Welsh and in print the Holy Scriptures.

[Bishop Richard Davies, translator of the New Testament into Welsh, writing in the *Preface* to the translated New Testament (1567)]

To what extent does this source accurately explain the importance of the translation of the Scriptures into Welsh? [6]

[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.]

[18 x answer lines]

Question 2 mark scheme

In teaching candidates 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.

Band descriptors and mark allocations

	AO1 2 marks			AO3 4 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.	4
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.	2-3
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

Use 0 for incorrect or irrelevant answers.

Indicative content

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

The source shows how the translation of the Scriptures into Welsh was welcomed in Wales; the author almost commands the people of Wales to be grateful for the availability of the translation; he says that the current poor state of Wales is largely down to the lack of availability of material printed in the Welsh language; the accuracy of the source should be placed in the historical context of Elizabeth wanting to gain support in Wales for her religious settlement; many people in Wales were confused and upset by the religious changes prior to Elizabeth's reign and this was an attempt to gain their trust and confidence; Bishop Davies is one of the main translators of the Scriptures and he would be fully in favour of the work and would obviously highlight the importance to the Welsh people; thus the source has to be evaluated for likely bias towards the translation; however, because it was written by a senior clergyman it should be well-informed and was written at the time; the intended audience of the source, the people of Wales, should also be considered; it clearly confirms that the source is accurate in reflecting the importance of the translation of the Scriptures into Welsh.

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 candidates 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 candidates to argue the **relative** significance of the main issue.

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

Band descriptors and mark allocations

	AO1 4 marks			AO2 8 marks	
BAND 4	Demonstrates comprehensive knowledge and understanding of the key feature in the question.	4	BAND 4	Fully explains the issue with clear focus set within the appropriate historical context.	7-8
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	BAND 3	Explains the issue set within the appropriate historical context.	5-6
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	BAND 2	Begins to explain the issue with some reference to the appropriate historical context.	3-4
BAND 1	Demonstrates basic knowledge and understanding of the key feature in the question.	1	BAND 1	Mostly descriptive response with limited explanation of the issue.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to 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 12 marks and targets AO1 and AO2.
- the question will ask candidates to identify and explain the **connections** between **THREE** 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 **three** chosen features.

Explain the connections between any **THREE** of the following:

[12]

- Privy Council
- Parliament
- Taxation
- Freedom of speech

Your three choices:

- _____
- _____
- _____

[36 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. Candidates should therefore choose any **three** 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:

Band descriptors and mark allocations

	AO1 2 marks		AO2 10 marks		
			BAND 4	Fully explains the relevant connections between the chosen features, set within the correct historical context.	8-10
			BAND 3	Explains the connections between the chosen features, set within the correct historical context.	5-7
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.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to 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; William Cecil/Lord Burghley was, therefore, Elizabeth's 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 crucial power to raise taxes and pass laws; the issue of higher taxation was a grievance that Parliament sought to raise when called; the power to raise taxes was a key bargaining tool that Parliament used to try to increase its broader powers on issues such as greater say in the running of the country;*

- *Parliament was connected to freedom of speech because as Parliament grew in power and importance it 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, the succession, foreign policy and religion; only Parliament could raise taxes and this power was used by Parliament to press for greater say in the most important issues facing the country, namely religion, wars and the succession.*

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 three 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 candidates 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 3 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 extract below and then answer the question which follows.

In both Wales and England, 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.

Band descriptors and mark allocations

	AO1 4 marks			AO4 12 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	BAND 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 knowledge and understanding of the key feature in the question.	3	BAND 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 knowledge and understanding of the key feature in the question.	2	BAND 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 knowledge and understanding of the key feature in the question.	1	BAND 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.

Indicative content

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

The interpretation clearly states that life was hard for poor Elizabethans in both Wales and England; 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; 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; however, other

interpretations of this issue differ; other historians argue that life was good for many Elizabethans; there is evidence to support this 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, as the source acknowledges; the sale of English wool funded the expansion of the gentry; the rich built stately homes to reflect their wealth; candidates may assert 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.

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 3 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 Unit 2 – History with a European / world focus

What is the purpose of Unit 2?

Unit 2 involves completing **one** study in depth focusing upon History with a European / world focus. This fulfils the requirement that candidates demonstrate knowledge and understanding of the past in depth and also look at key features and characteristics of different societies on a European or world stage. Unit 2 will focus mainly on the analysis and evaluation of historical sources.

Why are there four options in Unit 2?

Unit 2 has been arranged into **four** optional Studies in Depth focusing on history with a European / world focus. Regulations insist that the Unit 2 studies in depth must:

- focus on a substantial proportion of either European or world study

Therefore the WJEC GCSE in History specification offers the study of four options from different periods of European or world history.

Centres must choose one Study in Depth in Unit 2.

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 questions 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 2C. Germany in Transition, 1919 -1939:

Key questions	Required Content
<u>Impact of the First World War</u> What challenges were faced by the Weimar Republic from 1919-1923?	<i>Impact of the Treaty of Versailles; weaknesses of Weimar government; political instability - the Spartacist, Kapp, and Munich Putsches; hyperinflation; events in the Ruhr 1923</i>
<u>Recovery of Weimar</u> Why were the Stresemann years considered a 'golden age'?	<i>Recovery from hyperinflation; Dawes and Young Plans; the Locarno Pact; relations with the League of Nations; US investment; social and political developments</i>
<u>End of the Weimar Republic</u> How and why did the Weimar Republic collapse between 1929 and 1933?	<i>Social and political impact of the Depression on the Weimar Republic; the reasons for growing support for the Nazis; role of the SA; propaganda; political extremism and scheming 1929-1932</i>
<u>Consolidation of power</u> How did the Nazis consolidate their power between 1933 and 1934?	<i>Hitler as Chancellor; the Reichstag Fire; the 1933 election and Enabling Act; trade unions and political parties; Night of the Long Knives; Hitler becomes Fuhrer</i>

How long should the Study in Depth in Unit 2 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 Unit 2 – History with a European / world focus

The assessment of the non-British Study in Depth in Unit 2 also focuses mainly upon the analysis and evaluation of historical sources. However, the question stems are slightly altered to those in Unit 1 in order to provide different assessment of candidates' ability.



UNIT 2 – Studies in Depth – History with a European / world focus

Papers for Unit 2 will focus mainly on the evaluation of historical sources and key features and key concepts of history.

All questions must be answered.

Question	Type of question	Mark
1.	Use of source material and knowledge to describe an aspect of history	6
2.	Description of an historical issue/event/policy	8
3.	Purpose of source contemporary to the period	8
4.	Utility of two sources	12
5.	Evaluative essay	16+3 SPaG
Total		53

How do I use sources contemporary to the period in teaching Unit 2 – History with a European / world focus?

Once again this aspect of Unit 2 focuses upon the analysis and evaluation of historical sources. 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?*]

Detailed assessment guide for teachers and learners

Unit 2 – History with a European / world focus

How does the paper work?

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

How does the non-British Study in Depth paper in Unit 2 work?

The examination is based largely on the evaluation of historical sources. 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 be 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 UNIT 2 STUDY IN DEPTH SPECIMEN PAPER FOCUSING ON GERMANY IN TRANSITION, 1919-1939 (2C).

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

Rationale for Question 1

- this question will utilise a single piece of source material [**A**].
- this question is worth 6 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.

[6]

[18 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 4 marks		AO3 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	3-4	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1-2	Source is analysed through reference to its content only.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

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

The source shows an example of how the Nazi paramilitary wing were utilised; 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

- this question is worth 8 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 what happened during the Night of the Long Knives.

[8]

[24 x answer lines]

Question 2 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 2.

Band descriptors and mark allocations

	AO1 8 marks	
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	6-8
BAND 2	Demonstrates knowledge to partially describe the issue.	3-5
BAND 1	Demonstrates limited knowledge to describe the issue.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

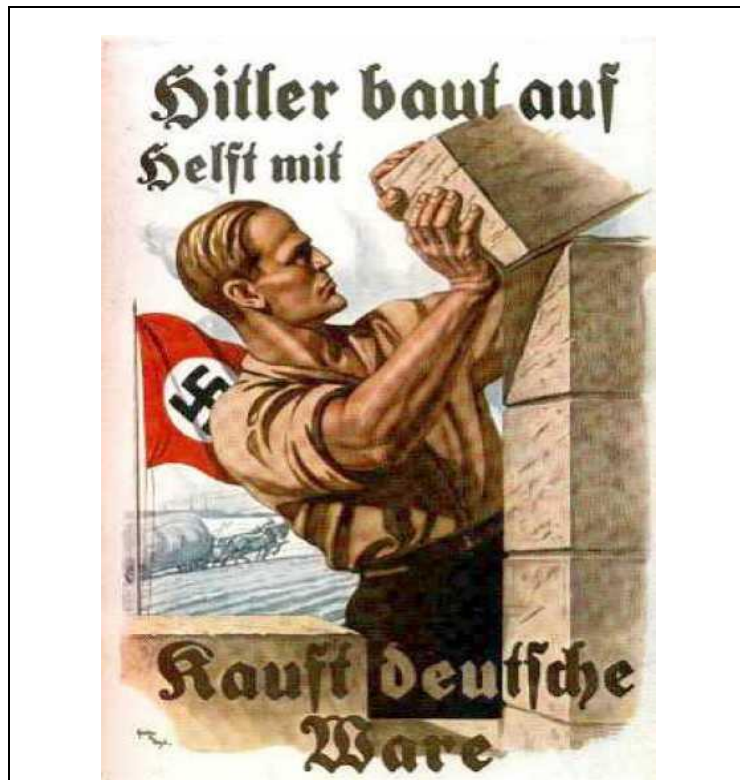
This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

The Night of the Long Knives happened in June 1934; it was Hitler's purging of his political and military rivals, mostly in the SA; the main target was Ernst Rohm, head of the SA; Rohm and the main leaders of the SA were shot by members of the SS; Hitler also used the opportunity to silence other critics and rivals such as von Schleicher and Gregor Strasser; about 400 people were murdered in total.

Rationale for Question 3

- 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 3 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 3.

Band descriptors and mark allocations

	AO1 4 marks		AO3 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.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to 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 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 12 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 economy of the Weimar Republic?

[12]

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

[36 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.

Band descriptors and mark allocations

	AO1 6 marks			AO3 6 marks	
BAND 3	Demonstrates detailed understanding of the key feature in the question.	5-6	BAND 3	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.	5-6
BAND 2	Demonstrates some understanding of the key feature in the question.	3-4	BAND 2	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.	3-4
BAND 1	Demonstrates limited understanding of the key feature in the question.	1-2	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.

Indicative content

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

Both sources are of varied usefulness to an historian studying the economy 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 suggests reliability; 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 the economy under 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 in an investigation into the economy under the Weimar Republic.

Rationale for Question 5

- this question is in the style of an essay and asks students to provide **depth of discussion**.
- this question will contain a single sentence essay question on an issue that will have been studied.
- this question is worth 16 marks and targets AO1 and AO2.
- the question will ask candidates to fully analyse the key issue while considering other factors and their relative impact set within its wider historical context.
- candidates should focus on and discuss a range of factors and arguments in reaching their judgement.
- candidates will be rewarded for demonstrating knowledge and understanding of the key feature in the question.
- the complexity needed to address this type of question fully means that 3 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.

Did the lives of all Germans improve in Nazi Germany in the 1930s? [16]

[Use your own knowledge and understanding of the issue to support your answer.]

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

[48 x answer lines]

Please note that question stems will vary for this question from year to year.

Question 5 mark scheme

One of the key issues that candidates should address is that of making a **substantiated judgement** about the issue presented. This should be supported by reference to the historical context. Candidates should consider a wide range of factors in discussing the main issue.

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

Band descriptors and mark allocations

	AO1 4 marks		AO2 12 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	Fully analyses the key issue. There will be a clear analysis of other factors and their relative impact set within the appropriate historical context.	10-12
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	Partially analyses the key issue along with a consideration of the impact of other factors in the historical context.	7-9
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	Basic analysis while considering some other factors and their impact.	4-6
BAND 1	Demonstrates basic knowledge and understanding of the key feature in the question.	1	Offers a generalised response with little analysis of impact.	1-3

Use 0 for incorrect or irrelevant answers.

Indicative content

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

Answers will provide a reasoned analysis of the issue covering a broad range of factors; to a certain extent it can be argued that in many ways the lives of Germans did improve under the Nazis between 1933 and 1939; this argument can be developed by reference to several factors: the improvement in the economy and the fall in unemployment brought benefits to many; standards of living improved overall for most Germans; Germany had stable government after years of political weakness; the position of the country in the world and the reversal of Versailles 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; however, in many ways this is a very simplistic assessment which ignores many of the more negative aspects of life in Germany under the Nazis between 1933 and 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.

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 3 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 Unit 3 – Thematic studies from a broad historical perspective

What is the purpose of Unit 3?

Unit 3 involves completing a long time scale thematic study which will include an investigation of an historic site. The thematic study requires candidates 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. **It also requires consideration of these developments in a Welsh context.**

Studying Unit 3?

Unit 3 has been arranged in **four** optional thematic studies. This range offers breadth, balance and choice to centres.

Centres must choose one Thematic Study in Unit 3.

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 3B. Changes in Health and Medicine, c.1340 to the present day:

Key questions	Required Content
<u>Causes of illness and disease:</u> What have been the main causes of illness and disease over time?	<i>Living conditions in the medieval and early modern eras with reference to the Black Death and the Great Plague ; the effects of industrialisation: cholera and typhoid; the spread of bacterial and viral diseases in the nineteenth and twentieth centuries: Tuberculosis and Influenza</i>
<u>Attempts to prevent illness and disease:</u> How effective were attempts to prevent illness and disease over time?	<i>Early methods of prevention of disease with reference to the Black Death: alchemy and medieval doctors; the application of science to the prevention of disease in the late eighteenth and early nineteenth century: the work of Edward Jenner and vaccination; the influence and spread of inoculation since 1800; the discovery of antibodies and developments in the field of bacteriology</i>
<u>Attempts to treat and cure illness and disease</u> How have attempts to treat illness and disease changed over time?	<i>Traditional treatments common in the medieval era: barber surgeons, use of leeches, herbal remedies; Joseph Lister and the use of antiseptics in the later nineteenth century; James Simpson and the development of anaesthetics in the nineteenth century ; twentieth century developments: Marie Curie and the development of radiation; the roles of Fleming, Florey and Chain regarding antibiotics; Barnard and transplant surgery; modern advances in cancer treatment and surgery</i>

How long should the Thematic Study take to teach?

The Thematic Study should take 40-45 hours of teaching *[18-20 weeks]*.

Will all the sections be examined?

Yes. On the **Thematic Study examination paper** there are **seven** compulsory questions including **one** on the historic site. The order of the key questions in relation to their place on the examination papers will be random, 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 site

Study of the historic environment is a brand new requirement and assessment in the new GCSE in History specification.

What is the purpose of studying the historic site?

The investigation of an historic site offers candidates 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?

WJEC has chosen to nominate specific historic sites which are linked to the content of the chosen thematic study.

How many sites have to be studied?

In the WJEC GCSE in History specification a specific historic site has been nominated for the lifetime of the qualification. Here is an example of the layout of the content associated with the historic site:

A study of an historic site connected with **Health and Medicine:**

Urban Cardiff in the nineteenth century

In their study of this historic site centres should focus on the following:

- living conditions in Cardiff in the nineteenth century
- outbreaks of cholera and typhoid in Cardiff in the nineteenth century
- attempts at improving public health in Cardiff in the nineteenth century
- the effectiveness of attempts to improve public health in Cardiff in the nineteenth century

Do centres have to visit the nominated historic site?

No. There is no requirement that students visit the nominated historic 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.

General assessment of Unit 3 – Thematic studies from a broad historical perspective



UNIT 3 – Thematic studies from a broad historical perspective
Papers for Unit 3 will focus mainly on key features and key concepts of history.
All questions must be answered.

Question	Type of question	Mark
1.	Four short knowledge based responses	4
2.	Similarity and difference	4
3.	Description of an historical event/ issue/ feature	6
4.	Description of an historical event/ issue/ feature	6
5.	Explanation of an historical development	12
6.	Explanation of an historical development	12
7.	Evaluative essay focusing on change over time	16+4 SPaG
Total		64

How do I approach the teaching of the Thematic Study in Unit 3?

Teaching of the Thematic Study should focus on the development of historical themes over long periods in history. Candidates 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 candidates 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 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 site please see above.

Detailed assessment guide for teachers and learners

Unit 3 – 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 Unit 3 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 all the topic areas along with one on the historic site. 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 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 mark scheme with a structure that reflects the particular assessment objectives (**AOs**) being tested. The question stems will remain largely 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 UNIT 3 SPECIMEN PAPER FOCUSING ON CHANGES IN HEALTH AND MEDICINE, c.1340 TO THE PRESENT DAY (3B)

Rationale for Question 1

This question will test historical knowledge and requires short answers.

Complete the sentences below with an accurate term.

- James Lister is best known for his work with _____
- William Harvey wrote a book about the circulation of the _____
- The National Health Service was set up after World War _____
- An influential report on public health was written in 1842 by Edwin _____

Question 1 mark scheme

Mark allocation:	AO1	AO2	AO3	AO4
4	4			

Award one mark for each correct response:

- Antiseptics
- Blood
- Two
- Chadwick

Rationale for Question 2

- 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.

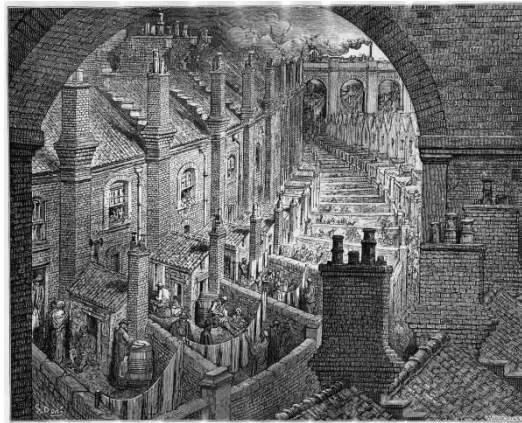
Look at the three sources below which show living conditions over time and answer the question that follows.

Source A



[A Tudor street scene]

Source B



[An industrial town in the nineteenth century]

Source C



[A housing development in the 1930s]

Use Sources A, B and C above to identify **one** similarity and **one** difference in living conditions over time.

[Use at least two of the sources to answer the question] [12 x answer lines]

[4]

Question 2 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 2:

Band descriptors and mark allocations

	AO2 2 marks		AO3 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.

Indicative content

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

Similarities – The living conditions shown in Sources A and B both show cramped housing; they both show terraced housing with narrow streets and little space; both Sources A and B show insanitary conditions; Source A shows disposal of human waste in the streets while Source B shows smoke and pollution; another similarity is that both environments would have been likely to lead to disease outbreaks.

Differences – Source C highlights several differences in living conditions; it shows a modern development with better planning and more spacious semi-detached houses; Source C shows a cleaner environment which would be much more likely to keep disease at bay; there are also historical differences between Sources A and B, especially in the size of the communities – the town in Source B is much larger because of the industrialisation of the nineteenth century.

Rationale for Question 3

- this question is worth 6 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 living conditions in industrial towns such as Cardiff that led to cholera outbreaks in the mid-nineteenth century. [6]

[18 x answer lines]

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:

Band descriptors and mark allocations

	AO1 6 marks	
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	5-6
BAND 2	Demonstrates knowledge to partially describes the issue.	3-4
BAND 1	Demonstrates limited knowledge to describe the issue.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

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

The living conditions in industrial towns such as Cardiff can be described with reference to several historical features; the huge growth in population in Cardiff in the early nineteenth century; in 1831 the population of Cardiff was 6,137: by 1849 the population of Cardiff was 16,000; in the 1840s, Cardiff had huge social and public health problems as a result of the period of rapid population growth; there was insufficient housing which caused overcrowding; there was very poor sanitation with people using the River Taff and the Glamorgan Canal for both drinking water and sewage disposal; such overcrowded and filthy conditions meant that diseases spread very quickly amongst the population; credit reference to other towns in Wales that experienced similar conditions and outbreaks of disease.

Rationale for Question 4

- this question is worth 6 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 traditional herbal remedies that were used before the modern era.

[6]

[18 x answer lines]

Question 4 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 4:

Band descriptors and mark allocations

	AO1 6 marks	
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	5-6
BAND 2	Demonstrates knowledge to partially describe the issue.	3-4
BAND 1	Demonstrates limited knowledge to describe the issue.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

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

Traditional herbal remedies can be described with reference to several historical features: most people in Medieval times never saw a doctor; for many illnesses they were treated by the local people who were skilled in the use of herbs; monks and nuns also ran hospitals in their monasteries, and usually had at least one herbalist, skilled in using herbs to treat and cure illness; medicines were made from herbs, spices and resins and applied in drinks, pills, washes, baths, rubs, poultices, purges and ointments. Credit candidates who can give examples of herbal remedies such as the Black Death was treated by applying a warm poultice of butter, onion and garlic, head pains were treated with sweet-smelling herbs such as rose, lavender, sage, and bay, a mixture of henbane and hemlock were applied to aching joints, coriander was used to reduce a fever.

Some candidates may refer to the Physicians of Myddfai as well-known herbalists, living and working in and around the Carmarthenshire village of Myddfai in the mid twelfth century; these were trained at the monastery of Strata Florida in Ceredigion and used herbal remedies made from only natural products grown locally in the Myddfai area. They included cures for such things as headache, sunburn, swellings and pain in the legs, coughs and sneezes; the knowledge of these physicians, their healing arts and remedies, were passed down from one generation to the next.

Rationale for Question 5

- this question is worth 12 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.

[12]

[36 x answer lines]

Question 5 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 5.

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

Band descriptors and mark allocations

	AO1 2 marks			AO2 10 marks	
			BAND 4	Fully explains the issue with clear focus set within the appropriate historical context.	8-10
			BAND 3	Explains the issue set within the appropriate historical context.	5-7
BAND 2	Demonstrates detailed knowledge and understanding of the key features in the question.	2	BAND 2	Partially explains the issue with some reference to the appropriate historical context.	3-4
BAND 1	Demonstrates some knowledge and understanding of the key features in the question.	1	BAND 1	Mostly descriptive response with limited explanation of the issue.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to 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 in 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, 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 6

- this question is worth 12 marks and targets AO1 and AO2.
- candidates will need to provide a reasoned, focused and well supported explanation and analysis of the issue set within the relevant historical context.
- they will be rewarded for demonstrating detailed contextual understanding.

How effective was the development and use of scanning techniques in the twentieth century?

[12]

[36 x answer lines]

Question 6 mark scheme

The emphasis in this question is on candidates providing a focused and well developed explanation and analysis of the issue. Candidates should provide as many examples as possible in order to assess 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 6.

Band descriptors and mark allocations

	AO1 2 marks			AO2 10 marks	
			BAND 4	Offers a sophisticated and reasoned explanation and analysis of the set issue. The answer fully addresses the effectiveness of the set issue within the appropriate historical context.	9-10
			BAND 3	Offers a reasoned explanation and analysis of the effectiveness of the set issue within the appropriate historical context.	6-8
BAND 2	Demonstrates detailed knowledge and understanding of the key features in the question.	2	BAND 2	Offers some explanation and analysis of the effectiveness of the set issue within the appropriate historical context.	4-5
BAND 1	Demonstrates some knowledge and understanding of the key features in the question.	1	BAND 1	Offers a generalised analysis of the set issue with limited reference to any historical context.	1-3

Use 0 for incorrect or irrelevant answers.

Indicative content

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

The effectiveness of the development and use of scanning techniques can be analysed 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; this made them particularly effective for diagnosing broken bones and fractures; the use of scanning techniques then developed through the twentieth century: expect reference to the use of radiotherapy; the use of x-rays was very effective for diagnosing disease such as tuberculosis; the development of ultrasound in the 1950s enabled more detailed images of the internal organs to be undertaken; as the twentieth century neared its end, scanning techniques became even more sophisticated and even more effective; 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 7

- this question is worth 16 marks plus 4 marks for SPaG. It targets AO1 and AO2.
- it assesses the ability to produce an extended discussion of an issue studied spanning three historical eras.
- candidates will be required to analyse the importance/ significance/ effectiveness of key issues over a long sweep in history.
- candidates will be rewarded for demonstrating detailed knowledge and understanding of the historical context including specific references to the Welsh context.
- the potential length of answer expected for this question fully means that 4 marks for spelling, punctuation and grammar have been added to the 16 marks for the question, making the total 20.

To what extent has the development of modern anaesthetics been the most effective method of treating and curing illness over time? [16]

In your answer you should:

- *assess the effectiveness of modern anaesthetics as a method of treating illness*
- *discuss the effectiveness of other methods of treating illness over three historical eras*
- *include direct references to the history of Wales.*

Marks for spelling, punctuation and the accurate use of grammar and specialist terms are allocated to this question. [4]

[48 x answer lines]

Question 7 mark scheme

The emphasis in this question is on encouraging candidates to produce a well-constructed and well-supported narrative account of developments in a particular theme across three historical eras. The question requires a response analysing the key issue and a range of factors in a particular area of a theme over a long sweep of history. Candidates will be required to include references to the Welsh context in their responses.

These are the band descriptors and mark allocations available to assessors for Question 7.

Band descriptors and mark allocations

	AO1 6 marks		AO2 10 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key issue in the question including clear and detailed references to the Welsh context.	5-6	Fully analyses the importance of the key issue. There will be a clear analysis of other factors and their relative impact set within the appropriate historical context.	8-10
BAND 3	Demonstrates detailed knowledge and understanding of the key issue in the question including clear references to the Welsh context.	3-4	Partially analyses the key issue along with a consideration of the impact of other factors in the historical context.	5-7
BAND 2	Demonstrates some knowledge and understanding of the key issue in the question.	2	Basic analysis while considering some other factors and their impact.	3-4
BAND 1	Generalised answer displaying basic knowledge and understanding of the key issue in the question.	1	Offers a generalised response with little analysis of impact.	1-2

Use 0 for incorrect or irrelevant answers.

This question requires candidates to draw upon the Welsh context in their responses. This is assessed in AO1 and candidates who do not draw upon the Welsh context cannot be awarded band 3 or band 4 marks for this assessment objective. Candidates who do not draw upon the Welsh context may, however, be awarded band 3 or band 4 marks for AO2, for an appropriately detailed analysis of the key issue.

Indicative content

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

The argument that the development of modern anaesthetics was the most effective method of treating illness over time will be explored by a narrative of and a comparison with other methods and developments in the three historical eras covered in this theme. Answers will demonstrate the extent to which the development of modern anaesthetics was the most effective method of treating illness over time across the whole period covered. Answers will be likely to highlight the importance of the development of modern anaesthetics in improving surgery and the complications associated with it. The work of James Simpson and the use of nitrous oxide and ether and their advantages will be assessed as will further developments in this area in the twentieth century such as specialist training and improved facilities such as those at Cardiff and Morriston hospitals.

Answers should also evaluate the effectiveness of other methods of treating and curing disease over time. In relation to the medieval and early modern eras there will be evaluation of methods such as herbal medicines and the use of leeches in surgery. The work of the renowned physicians of Myddfai can be used to illustrate this aspect. Credit reference to early anaesthetics such as alcohol and opium. Other factors that can be evaluated for their effectiveness in treating disease and illness might include the development of antiseptics and aseptic surgery; developments in bacteriology such as that pioneered in Cardiff by J W Power; vaccinations and inoculations; blood transfusions and later advances in surgical methods; improvements in treating diseases such as cancer and diabetes.

The complexity and probable length of the response to Question 7 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 4 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

Image

A drawing of the Swan Theatre from the late sixteenth century
 A photograph of SA members at a parade in Berlin, early
 A Nazi poster from the mid 1930s
 Tudor Street Scene
 An industrial town in the nineteenth century
 A housing development in the 1930s

Acknowledgement

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