

HISTORY RESOURCES

GCSE HISTORY

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GCSE HISTORY

(8145)

Specification

For teaching from September 2016 onwards
For exams in 2018 onwards

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Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at
- We will write to you if there are significant changes to the specification.

1 Introduction

1.1 Why choose AQA for GCSE History

We believe in the importance of learning from history. That's why we've designed a specification that enables students to study different aspects of the past, so they can engage with key issues such as conflict, understand what drives change and how the past influences the present.

We've worked with teachers and subject experts to include some exciting new topics for today's world that will resonate with students, helping them gain new insights into the world around them.

To give you the choice and flexibility to teach the history you want to teach, we've included the most popular and well-established topics. Building on the skills and topics at Key Stage 3, our GCSE will equip your students with essential skills and prepare them for further study.

You can find out about all our History qualifications at aqa.org.uk/history

1.2 Support and resources to help you teach

We've worked with experienced teachers to provide you with a range of resources that will help you confidently plan, teach and prepare for exams.

Teaching resources

Visit aqa.org.uk/8145 to see all our teaching resources. They include:

- sample schemes of work for two year courses, plus lesson plans to help you plan your course with confidence
- guidance and materials for the historic environment study
- student textbooks, checked by AQA
- mapping to link Key Stage 3 with Key Stage 4 content
- step-by-step guide to our assessments
- training courses to help you deliver AQA History qualifications
- subject expertise courses for all teachers, from newly-qualified teachers who are just getting started to experienced teachers looking for fresh inspiration.

Preparing for exams

Visit aqa.org.uk/8145 for everything you need to prepare for our exams, including specimen papers and mark schemes for new courses.

Analyse your students' results with Enhanced Results Analysis (ERA)

Find out which questions were the most challenging, how the results compare to previous years and where your students need to improve. ERA, our free online results analysis tool, will help you see where to focus your teaching. Register at aqa.org.uk/era

For information about results, including maintaining standards over time, grade boundaries and our post-results services, visit aqa.org.uk/results

Keep your skills up-to-date with professional development

Wherever you are in your career, there's always something new to learn. As well as subject-specific training, we offer a range of courses to help boost your skills.

- Improve your teaching skills in areas including differentiation, teaching literacy and meeting Ofsted requirements.
- Prepare for a new role with our leadership and management courses.

You can attend a course at venues around the country, in your school or online – whatever suits your needs and availability. Find out more at coursesandevents.aqa.org.uk

Get help and support

Visit our website for information, guidance, support and resources at aqa.org.uk/8145

You can talk directly to the History subject team:

E: history@aqa.org.uk

T: 0161 958 3861

2 Specification at a glance

This qualification is linear. Linear means that students will sit all their exams at the end of the course. GCSE History students must take assessments in both of the following papers in the same series:

Paper 1: Understanding the modern world

Paper 2: Shaping the nation

2.1 Subject content

The GCSE History content comprises the following elements:

- one period study
- one thematic study
- one wider world depth study
- one British depth study including the historic environment.

Paper 1: Understanding the modern world

Section A: Period studies

Options to be declared at point of entry.

Choose one of the following options:

- [AA America, 1840–1895: Expansion and consolidation](#) (page 15)
- [AB Germany, 1890–1945: Democracy and dictatorship](#) (page 15)
- [AC Russia, 1894–1945: Tsardom and communism](#) (page 16)
- [AD America, 1920–1973: Opportunity and inequality](#) (page 17)

Section B: Wider world depth studies

Options to be declared at point of entry.

Choose one of the following options:

- [BA Conflict and tension: The First World War, 1894–1918](#) (page 18)
- [BB Conflict and tension: The inter-war years, 1918–1939](#) (page 19)
- [BC Conflict and tension between East and West, 1945–1972](#) (page 20)
- [BD Conflict and tension in Asia, 1950–1975](#) (page 21)
- [BE Conflict and tension in the Gulf and Afghanistan, 1990–2009](#) (page 21)

Paper 2: Shaping the nation

Section A: Thematic studies

Options to be declared at point of entry.

Choose one of the following options:

- [AA Britain: Health and the people: c1000 to the present day](#) (page 22)
- [AB Britain: Power and the people: c1170 to the present day](#) (page 24)
- [AC Britain: Migration, empires and the people: c790 to the present day](#) (page 25)

Section B: British depth studies including the historic environment

Options to be declared at point of entry.

Choose one of the following options:

- [BA Norman England, c1066–c1100](#) (page 27)
- [BB Medieval England: the reign of Edward I, 1272–1307](#) (page 29)
- [BC Elizabethan England, c1568–1603](#) (page 30)
- [BD Restoration England, 1660–1685](#) (page 32)

2.2 Assessments

Paper 1: Understanding the modern world
<p>What's assessed</p> <p>In Section A there is a choice of four period studies, each with a focus on two key developments in a country's history over at least a 50 year period.</p> <p>In Section B there is a choice of five wider world depth studies. These focus on international conflict and tension.</p>
<p>How it's assessed</p> <ul style="list-style-type: none">• Written exam: 2 hours• 84 marks (including 4 marks for spelling, punctuation and grammar)• 50% of GCSE
<p>Questions</p> <ul style="list-style-type: none">• Section A – six compulsory questions (40 marks)• Section B – four compulsory questions (40 marks)• Plus 4 marks for spelling, punctuation and grammar



Paper 2: Shaping the nation**What's assessed**

In Section A there is a choice of **three** thematic studies, which look at key developments in Britain over a long period.

In Section B there is a choice of **four** British depth studies incorporating the study of a specific historic environment.

How it's assessed

- Written exam: 2 hours
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

Questions

- Section A – four compulsory questions (40 marks)
- Section B – four compulsory questions (40 marks)
- Plus 4 marks for spelling, punctuation and grammar

3 Subject content

The subject content for GCSE History states that the scope of study should include history:

- from three eras:
 - Medieval (500–1500)
 - Early Modern (1450–1750)
 - Modern (1700–present day)
- on three timescales:
 - short (depth study)
 - medium (period study)
 - long (thematic study)
- on three geographical contexts:
 - a locality (the historic environment)
 - British
 - European and/or wider world settings.

British history must form a minimum of 40% of the assessed content over the full course.

Students are required to study:

One thematic study

This enables students to understand change and continuity across a long sweep of history. The study must cover all three specified eras.

One period study

This allows students to focus on a substantial and coherent medium time span of at least 50 years. The study will require students to understand an unfolding narrative of substantial developments and issues. The period study can be from any of the specified eras.

Two depth studies

One British and one European/wider world. Depth studies enable students to focus on a substantial and coherent short time span. The studies enable students to gain understanding of the complexities of a society or historical situation and the interplay of different aspects within it. Depth studies must be taken from different eras.

A study of the historic environment

The study of the historic environment should focus on a particular site in its historical context and enable students to study the relationship between a place and historical events and developments. There is no requirement to visit the site. This study can be linked to any other part of the course or may stand alone.

The subject content for GCSE History requires that students follow a 'coherent and substantial study of history in which the elements are reasonably balanced'.

3.1 Rationale

Ensuring a broad, comparable and coherent course of study

Our specification is designed to ensure a broad, comparable and coherent student experience, with each paper constructed around distinct principles which are carried through to assessment.

Breadth

The specification ensures a substantial study of history as its structure embeds the requirement to study history across three eras, three time scales and three geographical contexts and incorporates each of the five specified elements. Breadth is thereby assured.

Comparability

Our assessments are broken into two papers:

- Paper 1: Understanding the modern world
- Paper 2: Shaping the nation

Paper 1: Understanding the modern world helps students to understand key developments and events in modern world history.

Paper 2: Shaping the nation enables students to understand key developments and events in the history of Britain.

The specification offers choice of content and flexible pathways to allow teachers to design a curriculum that is relevant to students, engages them and stimulates their interest in history, whilst maintaining high levels of comparability.

Comparability is achieved through common design principles for the content of options within each element together with consistent approaches to assessment of options within each element.

Coherence

The specification supports the achievement of the subject aims and outcomes as outlined within the GCSE subject content defined by the Department of Education (DfE). It allows the construction of a KS4 curriculum that not only has integrity in its own right, but also sits within a coherent curriculum linking Key Stage 3 to AS and A-level.

Both papers are equally weighted, ensuring that students receive a balanced and coherent course of study which enables them to develop and extend their knowledge and understanding of specified key events, periods and societies in both a British and wider world context, exposing them to the wide diversity of human experience.

Each paper is divided into two sections.

Paper 1: Understanding the modern world

- Section A: Period studies
- Section B: Wider world depth studies

Paper 2: Shaping the nation

- Section A: Thematic studies
- Section B: British depth studies with the historic environment

Each section is worth 25% of the overall course of study, equating to approximately 30 hours teaching time per section, ensuring that the elements are reasonably balanced.

There are a variety of ways in which the specification gives teachers the opportunity to make a coherent course of study which engages and enriches students' experience of studying history.

Regardless of options studied, students will develop a secure understanding of chronology, knowledge and understanding of history on different scales and contexts, apply historical concepts and processes and engage with the nature of evidence and interpretation. In each pathway, students will engage with a variety of perspectives, such as political, social and economic, and investigate the contributions of key individuals and groups. In this way students will be able to draw parallels and make links between the distinct areas of study.

Each element is based around design principles which encourage students, through assessment, to develop the same skills assigned to each element and they will broaden and deepen their historical knowledge. One design principle is that each paper tests the full range of assessment objectives. Another design principle is that both sections of both papers target three different assessment objectives. In this way a balanced approach to knowledge and skills acquisition throughout the course of study is promoted.

The prescribed elements can be taught in any order, allowing the specification to be delivered in a way that enables a school to put it into operation effectively and maximise the potential for continuity and coherence with KS3 and progression to A-level.

While the prescribed elements can be taught in any order, one way teachers can achieve coherence would be to teach the British content together and then follow with the modern world content or teach the modern world first and then British. Alternatively, teachers may wish to follow on from their Key Stage 3 curriculum.

A possible course of study for the British content which would promote understanding of chronology and help put key events and developments in a wider perspective would be to start teaching the thematic unit and then pause at the right chronological moment to focus on the depth study (understanding the historic environment) and then return to the thematic study.

The modern world content can be taught in any order. It may follow directly on from the Key Stage 3 curriculum. Teachers could choose to focus on the domestic history of one country and then teach one of the conflict and tension options or in the reverse order depending on what is most suitable for their students and department.

3.1.1 Paper 1: Understanding the modern world

Section A: Period studies

There are four modern world period studies to choose from.

Each period study has a focus of one country over a period of around 50 years. The period studies are national in their focus, allowing students to study the domestic history of a country and its people in a period of change. They are all based on an unfolding narrative of two substantial and related developments and offer students the opportunity to study the impact these developments had on people. Students will gain a coherent understanding of these developments and their impact on people through a variety of perspectives: political, social and cultural, economic, the role of ideas and the contribution of individuals and groups.

The assessment will enable students to demonstrate their knowledge and understanding. Students will also apply their knowledge and understanding to second order concepts such as causation, consequence and change. Students will also evaluate interpretations.

Section B: Wider world depth studies

There are five modern European/wider world depth studies to choose from.

Each depth study investigates international conflict. Students will be able to deepen their understanding of the modern world. In each study, the conflict studied requires a focus on a complex historical situation and interplay of different aspects within it. Students will gain a coherent understanding of how and why conflict occurred and why it proved difficult to resolve the immediate

issues which resulted from it. As part of the study the role of key individuals and groups is considered as well as how they were affected by and influenced international relations.

The assessment will enable students to demonstrate their knowledge and understanding in relation to second order historical concepts such as causation and consequence. There will be an opportunity to demonstrate their ability to create structured analytical narrative accounts of key events. They will also be able to demonstrate their ability to understand, analyse and evaluate a range of sources.

3.1.2 Paper 2: Shaping the nation

This paper helps students understand the history of Britain and key events, people and developments which have shaped the nation. This paper covers the requirement to study a minimum of 40% British history. Students will have the opportunity to see how ideas and events in the wider world have affected Britain and shaped the course of the nation's history, but the focus of the paper is British.

Section A: Thematic studies

There are three thematic studies to choose from.

All three give students a coherent understanding of change and continuity across a long sweep of history and each cover all three specified eras. Although each option has a distinct focus, they all illuminate social, political and economic change and the part played by various factors in shaping the history of Britain.

The assessment will enable students to develop their ability to apply second order concepts such as similarity, difference, change, continuity and significance to their knowledge and understanding of key features and characteristics of the period. There will also be an opportunity for them to demonstrate their ability to analyse and evaluate critically and constructively contemporary source material.

Section B: British depth studies

There are four British depth studies to choose from.

The depth studies are either from the Medieval or Early Modern era. They focus on a particular time and people from that time who shaped the nation. Students will build a coherent understanding of the complexity of society and the interplay of different aspects within it.

The historic environment is embedded within the depth studies. This approach promotes coherent understanding of the relationship between the historic environment and the historical events and developments contained in the depth study. Students will be able to make connections and evaluate how specified sites have shaped or have been shaped by the historical events and developments of the time. The historic environment to be studied is identified by AQA (as detailed in [Paper 2: Shaping the nation](#) (page 38)).

The assessment will give students the opportunity to demonstrate their ability to apply second order concepts such as causation, change and consequence to their knowledge and understanding. Students will also analyse and evaluate interpretations to make their own historical claims.

3.2 Understanding the modern world

3.2.1 Section A: Period studies

AA America, 1840–1895: Expansion and consolidation

This period study focuses on the development of America during a turbulent half century of change. It was a period of expansion and consolidation – the expansion to the west and consolidation of the United States as a nation.

Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in bringing about change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

Part one: Expansion: opportunities and challenges

- The geography of North America: attitudes to the Great American Desert; the belief in 'Manifest Destiny'.
- Why the early settlers went west and the challenges they faced: Brigham Young and the Mormons; the pioneer migrant farmers, the journey west; the miners.
- Dealing with a different culture: the Plains Indians' way of life; early American Government policy towards the Plains Indians; the Permanent Indian Frontier; a changing relationship with the Plains Indians.

Part two: Conflict across America

- Increasing conflict on the Plains: the Fort Laramie Treaty (1851) and the failure of the policy of concentration; the Indian Wars (1862–1867): reasons for and consequences of the Wars; Sand Creek Massacre; Fetterman's Trap.
- The background to the American Civil War: differences between North and South, issues of slavery, westward expansion and free states abolitionism; breakdown of the Missouri Compromise, John Brown, the roles of Lincoln and Jefferson Davis; the social and economic impact of the American Civil War on civilian populations.
- Coming to terms with the Mormons: the Mountain Meadow Massacre and its aftermath.

Part three: Consolidation: forging the nation

- The aftermath of the American Civil War: the 13th Amendment; Civil Rights Act; reconstruction in the South, 1866–1877; carpetbaggers; the balance of Federal and State powers.
- The continued settlement of the west: the Homesteaders, reasons for going west; government actions and laws; land and railroads; farming problems and solutions.
- The resolution of 'the Indian problem' after 1865: the small reservations policy; attitudes to the native Americans; Battle of the Little Big Horn; The Dawes Act; Battle of Wounded Knee; the closing of the frontier and its impact on native Americans.

AB Germany, 1890–1945: Democracy and dictatorship

This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism.

Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

Part one: Germany and the growth of democracy

- Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws.
- Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation.
- Weimar democracy: political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the Munich Putsch; the extent of recovery during the Stresemann era (1924–1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture.

Part two: Germany and the Depression

- The impact of the Depression: growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler's appeal.
- The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler's appointment as Chancellor.
- The establishment of Hitler's dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer.

Part three: The experiences of Germans under the Nazis

- Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees.
- Social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution.
- Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot.

AC Russia, 1894–1945: Tsardom and communism

This period study focuses on the development of Russia during a turbulent half century of change. It was a period of autocracy and communism – the fall of the Tsardom and the rise and consolidation of communism.

Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

Part one: The end of Tsardom

- Russia's economy and society: industrialisation; living and working conditions in cities and villages.
- Nicholas II's autocracy and the court: growth of revolutionary opposition; the 1905 Revolution and October Manifesto; the impact of, and reactions to, attempts to reform Russia up to

1914; the Dumas and political stalemate; Stolypin's policies – land reform, industry and use of oppression.

- The First World War: the impact of military defeats on Tsarist government; social and economic effects of war on cities and the countryside; unpopularity of the Romanovs, including the role of Rasputin; the Tsar's abdication.

Part two: Lenin's new society

- The Provisional Government: its failure to deal with Russia's social, economic and military problems; Lenin and Trotsky; the growth of Bolshevik organisation; the October/November Revolution.
- The impact of Lenin's dictatorship: the end of the First World War; the Cheka; the Red Army; causes, nature and consequences of the Civil War and Bolshevik success; propaganda.
- Social and economic developments: War Communism; the Kronstadt Rising; the New Economic Policy (NEP); the achievements of Lenin and Trotsky.

Part three: Stalin's USSR

- Stalin the dictator: the power struggle to succeed Lenin; the control of the Communist party over government; the Terror and the Purges; the army; secret police; labour camps; censorship; the cult of personality; propaganda.
- Stalin's modernisation of the USSR: collectivisation; the Five Year Plans; social and economic consequences for Kulaks, city dwellers, women, professional and industrial workers; the extent of modernisation.
- Impact of the Second World War: Stalin's wartime leadership; political, economic and social problems caused by the Great Patriotic War up to 1945.

AD America, 1920–1973: Opportunity and inequality

This period study focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice.

Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in bringing about change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

Part one: American people and the 'Boom'

- The 'Boom': benefits, advertising and the consumer society; hire purchase; mass production, including Ford and the motor industry; inequalities of wealth; Republican government policies; stock market boom.
- Social and cultural developments: entertainment, including cinema and jazz; the position of women in society, including flappers.
- Divided society: organised crime, prohibition and their impact on society; the causes of racial tension, the experiences of immigrants and the impact of immigration; the Ku Klux Klan; the Red Scare and the significance of the Sacco and Vanzetti case.

Part two: Bust – Americans' experiences of the Depression and New Deal

- American society during the Depression: unemployment; farmers; businessmen; Hoover's responses and unpopularity; Roosevelt's election as president.
- The effectiveness of the New Deal on different groups in society: successes and limitations including opposition towards the New Deal from Supreme Court, Republicans and Radical politicians; Roosevelt's contribution as president; popular culture.
- The impact of the Second World War: America's economic recovery; Lend Lease; exports; social developments, including experiences of African-Americans and women.

Part three: Post-war America

- Post-war American society and economy: consumerism and the causes of prosperity; the American Dream; McCarthyism; popular culture, including Rock and Roll and television.
- Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s: Segregation laws; Martin Luther King and peaceful protests; Malcolm X and the Black Power Movement; Civil Rights Acts of 1964 and 1968.
- America and the 'Great Society': the social policies of Presidents Kennedy and Johnson relating to poverty, education and health; the development and impact of feminist movements in the 1960s and early 1970s, including the fight for equal pay; the National Organisation for Women, Roe v Wade (1973), the Supreme Court ruling on equal rights (1972) and opposition to Equal Rights Amendment.

3.2.2 Section B: Wider world depth studies

BA Conflict and tension: the First World War, 1894–1918

This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states. It focuses on the causes, nature and conclusion of the First World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.

Part one: The causes of the First World War

- The Alliance System: the Triple Alliance; Franco-Russian Alliance; relations between the 'Entente' powers; the crises in Morocco (1905 and 1911) and the Balkans (1908–1909), and their effects on international relations.
- Anglo-German rivalry: Britain and challenges to Splendid Isolation; Kaiser Wilhelm's aims in foreign policy, including Weltpolitik; colonial tensions; European rearmament, including the Anglo-German naval race.
- Outbreak of war: Slav nationalism and relations between Serbia and Austria-Hungary; the assassination of Archduke Franz Ferdinand in Sarajevo and its consequences; the July Crisis; the Schlieffen Plan and Belgium; reasons for the outbreak of hostilities and the escalation of the conflict.

Part two: The First World War: stalemate

- The Schlieffen Plan: the reasons for the plan, its failure, including the Battle of Marne and its contribution to the stalemate.
- The Western Front: military tactics and technology, including trench warfare; the war of attrition; key battles, including Verdun, the Somme and Passchendaele, the reasons for, the events and significance of these battles.
- The wider war: the war on other fronts; Gallipoli and its failure; the events and significance of the war at sea, including Jutland, the U-Boat campaign and convoys.

Part three: Ending the war

- Changes in the Allied Forces: consequences of the Bolshevik Revolution and the withdrawal of Russia on Germany strategy; the reasons for and impact of the entry of the USA into the war.
- Military developments in 1918 and their contribution to Germany's defeat: the evolution of tactics and technology; Ludendorff the German Spring Offensive; the Allied advance during The Hundred Days.
- Germany surrenders: impact of the blockade; abdication of the Kaiser; armistice; the contribution of Haig and Foch to Germany's defeat.

BB Conflict and tension: the inter-war years, 1918–1939

This wider world depth study enables students to understand the complex and diverse interests of different individuals and states including the Great Powers. It looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations.

Part one: Peacemaking

- The armistice: aims of the peacemakers; Wilson and the Fourteen Points; Clemenceau and Lloyd George; the extent to which they achieved their aims.
- The Versailles Settlement: Diktat; territorial changes; military restrictions; war guilt and reparations.
- Impact of the treaty and wider settlement: reactions of the Allies; German objections; strengths and weaknesses of the settlement, including the problems faced by new states.

Part two: The League of Nations and international peace

- The League of Nations: its formation and covenant; organisation; membership and how it changed; the powers of the League; the work of the League's agencies; the contribution of the League to peace in the 1920s, including the successes and failures of the League, such as the Aaland Islands, Upper Silesia, Vilna, Corfu and Bulgaria.
- Diplomacy outside the League: Locarno treaties and the Kellogg-Briand Pact.
- The collapse of the League: the effects of the Depression; the Manchurian and Abyssinian crises and their consequences; the failure of the League to avert war in 1939.

Part three: The origins and outbreak of the Second World War

- The development of tension: Hitler's aims and Allied reactions; the Dollfuss Affair; the Saar; German rearmament, including conscription; the Stresa Front; Anglo-German Naval Agreement.
- Escalation of tension: remilitarisation of the Rhineland; Mussolini, the Axis and the Anti-Comintern Pact; Anschluss; reasons for and against the policy of appeasement; the Sudeten Crisis and Munich; the ending of appeasement.
- The outbreak of war: the occupation of Czechoslovakia; the role of the USSR and the Nazi-Soviet Pact; the invasion of Poland and outbreak of war, September 1939; responsibility for the outbreak of war, including that of key individuals: Hitler, Stalin and Chamberlain.

BC Conflict and tension between East and West, 1945–1972

This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers revolutionary movements during this time. It focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose during the Cold War. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.

Part one: The origins of the Cold War

- The end of the Second World War: Yalta and Potsdam Conferences; the division of Germany; contrasting attitudes and ideologies of the USA and the USSR, including the aims of Stalin, Churchill, Roosevelt, Attlee and Truman; effect of the dropping of the atom bomb on post-war superpower relations.
- The Iron Curtain and the evolution of East-West rivalry: Soviet expansion in East Europe; US policies; the Truman Doctrine and Marshall Plan, their purpose and Stalin's reaction; Cominform; Comecon; Yugoslavia; the Berlin Blockade and Airlift.

Part two: The development of the Cold War

- The significance of events in Asia for superpower relations: USSR's support for Mao Tse-tung and Communist revolution in China, and the military campaigns waged by North Korea against the UN and by the Vietcong against France and the USA.
- Military rivalries: the arms race; membership and purposes of NATO and the Warsaw Pact; the space race, including Sputnik, ICBMs, Polaris, Gagarin, Apollo.
- The 'Thaw': Hungary, the protest movement and the reforms of Nagy; Soviet fears, how they reacted and the effects on the Cold War; the U2 Crisis and its effects on the Paris Peace Summit and the peace process.

Part three: Transformation of the Cold War

- Berlin Wall: reasons for its construction and Kennedy's response.
- Tensions over Cuba: Castro's revolution, the Bay of Pigs and the missile crisis: the roles of Castro, Khrushchev, Kennedy; fears of the USA and reaction to missiles on Cuba; dangers and results of crisis.
- Czechoslovakia: Dubcek and the Prague Spring movement; USSR's response to the reforms; the effects the Prague Spring had on East-West relations, including the Warsaw Pact; the Brezhnev Doctrine.
- Easing of tension: sources of tension, including the Soviets' record on human rights; the reasons for Détente and for SALT 1; the part played by key individuals Brezhnev and Nixon.

BD Conflict and tension in Asia, 1950–1975

This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers the role of nationalist movements in causing and sustaining conflict. It focuses on the causes and events of the Cold War in Asia and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations.

Part one: Conflict in Korea

- The causes of the Korean War: nationalism in Korea; US relations with China; the division of Korea; Kim Il Sung and Syngman Rhee; reasons why the North invaded the South in June 1950; US and the UN responses; USSR's absence from the UN.
- The development of the Korean War: the UN campaign in South and North Korea; Inchon landings and recapture of South Korea; UN forces advance into North Korea; reaction of China and intervention of Chinese troops October 1950; the sacking of MacArthur.
- The end of the Korean War: military stalemate around the 38th Parallel; peace talks and the armistice; impact of the Korean War for Korea, the UN and Sino-American relations.

Part two: Escalation of conflict in Vietnam

- The end of French colonial rule: Dien Bien Phu and its consequences; Geneva Agreement, 1954; civil war in South Vietnam; opposition to Diem; the Vietcong – aims, support, leadership and guerrilla tactics and Ho Chi Minh.
- The US involvement: the Domino Theory; intervention under Eisenhower and Kennedy; Strategic Hamlets programme.
- Johnson's War: the Gulf of Tonkin; the US response to Vietcong tactics; the mass bombing campaign; demands for peace and growing student protests in the USA; My Lai and its public impact; Search and Destroy tactics and impact; the Tet Offensive and its consequences for the war.

Part three: The ending of conflict in Vietnam

- Nixon's War: Vietnamisation; chemical warfare; bombing campaign of 1970–1972; relations with China; widening of the war into Laos and Cambodia.
- Opposition to war: Kent State University; the importance of the media and TV in influencing public opinion; the context of the Watergate affair.
- The end of the war: the Paris Peace talks; the role of Kissinger; the US withdrawal; fall of Saigon; the price of conflict; problems of Vietnam in 1975.

BE Conflict and tension in the Gulf and Afghanistan, 1990–2009

This wider world depth study enables students to understand the complex and diverse interests of different groups, races, nations and rogue states. It focuses on conflict in the Gulf and Afghanistan and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations.

Part one: Tensions in the Gulf

- Regional instability: the consequences of the Iran-Iraq war; western and Russian interests in and attitudes towards Iran and Iraq, including the threat to oil supplies; the contribution of the Israeli-Palestinian conflict to tension in the Gulf and to motives for global terrorism.
- The Gulf War, 1990: reasons for the Iraqi invasion of Kuwait; the reactions and roles of Bush and Thatcher; the UN campaign against Saddam Hussein; consequences of the war; US influence in the region; Arab reactions.

Part two: The war on Al-Qaeda

- Al-Qaeda: aims of Al-Qaeda and the role of Osama bin Laden; 11 September attacks.
- Afghanistan: its reputation as a rogue state; the Taliban regime; western and Muslim attitudes to its policies; the problems faced by ethnic groups; the resurgence of the Taliban.
- Bush's war against terror: Bush's aims; Blair's support for intervention – the 2001 US/UK operation; overthrow of the Taliban and collapse of its regime; UN peace conference; problems faced by Karzai's government.

Part three: The Iraq War

- Saddam Hussein's regime: treatment of Kurds and Shia Muslims; the debate about Iraq's links to Al-Qaeda and its reputation as a rogue state; religious divisions in Iraq; international attitudes towards Saddam Hussein; the role of the UN.
- The invasion of Iraq 2003: International Atomic Energy Agency (IAEA) inspectors and the issue of Weapons of Mass Destruction (WMD); the military campaign; western interests, including oil; opposition to the invasion within Iraq and internationally; downfall of Saddam Hussein.
- The impact of war on the Iraqi people and across the world; the Insurgency; elections and transfer of powers to National Assembly; global anti-US and anti-UK terrorism; 2007 US troop surge; stability of Iraq by the end of Bush's Presidency.

3.3 Shaping the nation

3.3.1 Section A: Thematic studies

AA Britain: Health and the people: c1000 to the present day

This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people.

Students will study the importance of the following factors:

- war
- superstition and religion
- chance
- government

- communication
- science and technology
- the role of the individual in encouraging or inhibiting change.

Students will show an understanding of how factors worked together to bring about particular developments at a particular time, how they were related and their impact upon society.

Students will develop an understanding of the varying rate of change, why change happened when it did, whether change brought progress, and the significance of the change(s). They should also be able to distinguish between different types of causes and consequences, such as short/long-term causes, intended/unintended consequences.

This option focuses on the following questions:

- Why has there been progress in the health of the British people?
- How and why has the pace and scale of medical development varied at different times?
- What impact has medical progress had on people and society?
- How and why have different factors been more important than others for individual medical developments?
- What is the significance of key individuals or events in the history of medical development?

Part one: Medicine stands still

- Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness.
- Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques.
- Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention.

Part two: The beginnings of change

- The impact of the Renaissance on Britain: challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change.
- Dealing with disease: traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals; changes to the training and status of surgeons and physicians; the work of John Hunter.
- Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change.

Part three: A revolution in medicine

- The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday medical treatments and remedies.
- A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery.
- Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts.

Part four: Modern medicine

- Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments.
- The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery.
- Modern public health: the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st century.

BB Britain: Power and the people: c1170 to the present day

This thematic study will enable students to gain an understanding of the development of the relationship between the citizen and the state in Britain over a long period of time. It considers the causes, scale, nature and consequences of protest to that relationship. By charting the journey from feudalism and serfdom to democracy and equality, it reveals how, in different periods, the state responds to challenges to its authority and their impact. It allows students to construct an understanding of the rights and responsibilities of the citizen.

Students will have the opportunity to see how ideas, events or developments in the wider world affected the course of Britain's political development and will promote the idea that ideas of authority, challenge and rights did not develop in isolation, but these developments should be seen in terms of how they affected Britain and British people.

Students will study the importance of the following factors:

- war
- religion
- chance
- government
- communication
- the economy
- ideas such as equality, democracy, representation
- the role of the individual in encouraging or inhibiting change.

Students will study how factors worked together to bring about particular developments at a particular time and their impact upon society.

Students will develop an understanding of the varying rate of change, why change happened when it did, whether change brought progress, and the significance of the change(s). They should also be able to distinguish between different types of causes and consequences, eg short/long-term causes, intended/unintended consequences.

This option focuses on the following questions:

- Why have people's rights and their relationship with the state changed?
- How have people challenged authority and how have governments responded to those challenges?
- How has Parliament and parliamentary democracy evolved?
- What impact have changes in political status had on people's lives?
- What is the significance of key individuals and events in the changing relationship between the individual and the state?

Part one: Challenging authority and feudalism

- Constraints on kingship: the barons' dissatisfaction with King John's rule and its resolution; Magna Carta, its terms and its short and long-term impact.
- The origins of parliament: issues between King Henry III and his barons; the role of Simon de Montfort; the Provisions of Oxford and the Parliament of 1265 and their short and long-term impact.
- Medieval revolt and royal authority: the social, economic and political causes of the Peasants' Revolt; actions by rebels and government; impact of the Peasants' Revolt.

Part two: Challenging royal authority

- Popular uprisings against the Crown: the social, economic, religious and political causes of the Pilgrimage of Grace; the implications for royal authority; Henry VIII and his government's reaction and the impact of the uprising.
- Divine Right and parliamentary authority: the causes of the English Revolution; the New Model Army and the development of political radicalism during the Civil War era; the short and long-term impact of the English Revolution, including the significance of trial and execution of Charles I and Oliver Cromwell and the Commonwealth.
- Royal authority and the right to representation: the causes of the American Revolution including the relationship between the government and people; impact and significance of the American Revolution.

Part three: Reform and reformers

- The extension of the franchise: radical protest; the Great Reform Act, causes and impact, including further reform; Chartism, causes, actions and impact.
- Protest and change: campaigning groups and their methods and impact, including the Anti-Slavery movement; the Anti-Corn Law League; factory reformers; social reformers.
- Workers movements: the development of trade unionism and its impact, including Grand National Consolidation Trades Union (GNCTU), Tolpuddle Martyrs, New Model Unions and new unionism, including the match girls' and dockers' strikes.

Part four: Equality and rights

- Women's rights: the campaign for women's suffrage, reasons, methods and responses; role of individuals, including the Pankhursts; the reasons for the extension of the franchise and its impact; progress towards equality in the second half of the 20th century.
- Workers' rights: the General Strike (1926), actions, reactions and impact; trade union reform in the late 20th century.
- Minority rights: the development of multi-racial society since the Second World War; discrimination, protest and reform; the Brixton Riots, their impact, including the Scarman Report.

AC Britain: Migration, empires and the people: c790 to the present day

This thematic study will enable students to gain an understanding of how the identity of the people of Britain has been shaped by their interaction with the wider world. It will consider invasions and conquests. It will also study the country's relationship with Europe and the wider world. It will consider the ebb and flow of peoples into and out of Britain and evaluate their motives and achievements. It considers the causes, impact and legacy of Empire upon the ruled and the ruling in the context of Britain's acquisition and retreat from Empire.

Students will study the importance of the following factors as they influenced Britain's dealings with the wider world:

- war
- religion
- government
- economic resources
- science and technology
- ideas such as imperialism, social Darwinism and civilisation
- the role of individuals.

Students will develop an understanding of the varying rate of change, why change happened when it did, whether change brought progress, and the significance of the change(s). They should also be able to distinguish between different types of causes and consequences, such as short/long-term causes, intended/unintended consequences.

Students will study how factors worked together to bring about particular developments at a particular time and their impact upon society.

This option focuses on the following questions:

- How has Britain been affected by conquest, settlement, and migration?
- What has motivated migration to and from Britain?
- Why did Britain gain and lose an empire and with what effects?
- How have the people of Britain and the wider world responded to, and been influenced by, interaction?
- What is the significance of key individuals and events in the development of empire and British identity?

Part one: Conquered and conquerors

- Invasion: Vikings and Anglo-Saxons; reasons for Viking invasions; creation of the Danelaw; Alfred and Wessex; King Cnut, Emma of Normandy and the North Sea Empire.
- A Norman Kingdom and 'Angevin' Empire: relationship between England and France; Henry II; invasion of Ireland; losses under King John.
- The birth of English identity: the Hundred Years' War and its impact for England's future development.

Part two: Looking west

- Sugar and the Caribbean: piracy and plunder; the development of the slave trade, including John Hawkins; settlements in Barbados and West Indies; the economic and social impact of the slave trade on Britain.
- Colonisation in North America: causes and consequences of British colonisation; Raleigh; Jamestown; contact and relations with indigenous peoples; commodities; Pilgrim Fathers; indentured servants; the War of Independence, loss of American colonies.
- Migrants to and from Britain: Huguenot migration; Highland clearances; the Ulster plantations.

Part three: Expansion and empire

- Expansion in India: causes and impact of British control; East India Company; Robert Clive; Warren Hastings; Indian Rebellion (1857); the social, political, cultural and economic impact of empire on Britain and India.
- Expansion in Africa: causes and impact of British involvement; trade and missionary activity; South Africa; Egypt; the Scramble for Africa; Cecil Rhodes; the Boer War (1899–1902); imperial propaganda.
- Migrants to, from and within Britain: Irish migration to Britain; Jewish migration to Britain; transportation; migration to and within the Empire, including migration of Asians to Africa; migration from rural to urban settings.

Part four: Britain in the 20th century

- The end of Empire: the impact of the First and Second World Wars; the impact of Suez; nationalism and independence in India and Africa, including the role of Gandhi, Nkrumah and Kenyatta.
- The legacy of Empire: 'Windrush' and the Caribbean migrants; the work of Claudia Jones in the UK; migration from Asia and Africa, including the role of Amin in Uganda; the Commonwealth; the Falklands War.
- Britain's relationship with Europe and its impact: the impact of the Second World War; economic, social and cultural interaction; the end of the Cold War and membership of European Union; European and non-European migration.

3.3.2 Section B: British depth studies

BA Norman England, c1066–c1100

This option allows students to study in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.

Part one: The Normans: conquest and control

- Causes of Norman Conquest, including the death of Edward the Confessor, the claimants and claims.
- Military aspects: Battle of Stamford Bridge; Battle of Hastings; Anglo-Saxon and Norman tactics; military innovations, including cavalry and castles.
- Establishing and maintaining control: the Harrying of the North; revolts, 1067–1075; King William's leadership and government; William II and his inheritance.

Part two: Life under the Normans

- Feudalism and government: roles, rights, and responsibilities; landholding and lordship; land distribution; patronage; Anglo-Saxon and Norman government systems; the Anglo-Saxon and Norman aristocracies and societies; military service; justice and the legal system such as ordeals, 'murdrum'; inheritance; the Domesday Book.
- Economic and social changes and their consequences: Anglo-Saxon and Norman life, including towns, villages, buildings, work, food, roles and seasonal life; Forest law.

Part three: The Norman Church and monasticism

- The Church: the Anglo-Saxon Church before 1066; Archbishop Lanfranc and reform of the English Church, including the building of churches and cathedrals; Church organisation and

courts; Church-state relations; William II and the Church; the wealth of the Church; relations with the Papacy; the Investiture Controversy.

- Monasticism: the Norman reforms, including the building of abbeys and monasteries; monastic life; learning; schools and education; Latin usage and the vernacular.

Part four: The historic environment of Norman England

The historic environment is 10% of the overall course which equates to approximately 12 hours out of 120 guided learning hours.

Students will be examined on a specific site in depth. This site will be as specified and will be changed annually. The site will relate to the content of the rest of this depth study. It is intended that study of different historic environments will enrich students' understanding of Norman England.

There is no requirement to visit the specified site. Teachers may wish to visit a similar site in their locality to inform their teaching, however no reward will be given in the assessment for visiting the specified site or any other site.

The study of the historic environment will focus on a particular site in its historical context and should examine the relationship between a specific place and associated historical events and developments.

Students will be expected to answer a question that draws on second order concepts of change, continuity, causation and/or consequence, and to explore them in the context of the specified site and wider events and developments of the period studied.

Students should be able to identify key features of the specified site and understand their connection to the wider historical context of the specific historical period. Sites will also illuminate how people lived at that time, how they were governed and their beliefs and values.

The following aspects of the site should be considered:

- location
- function
- the structure
- people connected with the site eg the designer, originator and occupants
- design
- how the design reflects the culture, values, fashions of the people at the time
- how important events/developments from the depth study are connected to the site.

Students will be expected to understand the ways in which key features and other aspects of the site are representative of the period studied. In order to do this, students will also need to be aware of how the key features and other aspects of the site have changed from earlier periods.

Students will also be expected to understand how key features and other aspects may have changed or stayed the same during the period.

The numbers in the brackets below further relate to other parts of the depth study for which the historic environment is relevant.

The historic environment can be explored through the examination of Norman buildings such as the cathedrals (Part three), abbeys (Part three), castles (Part one) and wider historic environments such as towns and settlements (Part two). Equally, key historical developments and events such as trade (Part three), revolts, and battles (Part one) were shaped by the historic environment in which they took place.

For all series the specified site will be published three years in advance at aqa.org.uk/history

Optional resource packs will accompany each site, which teachers may wish to use to form part of their teaching of the course. Other sources of information about the specified site may also be considered.

BB Medieval England – the reign of Edward I, 1272–1307

This option allows students to study in depth Medieval England and the reign of Edward I. The depth study will focus on the major events of the reign of Edward considered from economic, religious, political, social and cultural standpoint, and arising contemporary and historical controversies.

Part one: Government, the rights of King and people

- Henry III's legacy: the relationship between Edward and his father, Henry III; the problems faced on Edward I's accession; relations with the nobility; Edward I's character as a king.
- Development of government, rights and justice: the Hundred Rolls; Robert Burnell; Statutes of Westminster; Statutes of Mortmain; 'Quo Warranto' Inquiries; parliaments; 'The Model Parliament' (1295).

Part two: Life in Medieval England

- Trade, towns and villages: agriculture and the wool trade; royal finance and taxation; wool tax; Statute of Merchants; Italian bankers; re-coinage; expulsion of the Jews in 1290.
- Education and learning: the medieval Church, universities, Roger Bacon, Duns Scotus.
- The development of the legal system: laws; courts; trials; crimes; criminals and punishments; Statutes of Gloucester 1278 and Winchester 1285.

Part three: Edward I's military campaigns in Wales and Scotland

- Medieval warfare, tactics and technology: siege warfare, battlefield use of cavalry, infantry, weapons and armour.
- The invasion and colonisation of Wales: Edward's Welsh Wars in 1277 and 1282–1283; Statute of Rhuddlan; castle building; costs and consequences.
- The relations with Scotland: 'the Great Cause'; issue of Scottish succession, Balliol and Bruce; Scottish campaigns; William Wallace and the First War of Scottish Independence from 1297 to the death of Edward I; the reputation of Edward I as 'Hammer of the Scots'.

Part four: The historic environment of Medieval England

The historic environment is 10% of the overall course, which equates to approximately 12 hours out of 120 guided learning hours.

Students will be examined on a specific site in depth. This site will be as specified and will be changed annually. The site will relate to the content of the rest of this depth study. It is intended that study of different historic environments will enrich students' understanding of Medieval England during the reign of Edward I.

There is no requirement to visit the specified site. Teachers may wish to visit a similar site in their locality to inform their teaching, however no reward will be given in the assessment for visiting the specified site or any other site.

The study of the historic environment will focus on a particular site in its historical context and should examine the relationship between a specific place and associated historic events and developments.

Students will be expected to answer a question that draws on second order concepts of change, continuity, causation and/or consequence, and to explore them in the context of the specified site and wider events and developments of the period studied.

Students should be able to identify key features of the specified site and understand their connection to the wider historical context of the specific historical period. Sites will also illuminate how people lived at the time, how they were governed and their beliefs and values.

The following aspects of the site should be considered:

- location
- function
- the structure
- people connected with the site eg the designer, originator and occupants
- design
- how the design reflects the culture, values, fashions of the people at the time
- how important events/developments from the depth study are connected to the site.

Students will be expected to understand the ways in which key features and other aspects of the site are representative of the period studied. In order to do this, students will also need to be aware of how the key features and other aspects of the site have changed from earlier periods.

Students will also be expected to understand how key features and other aspects may have changed or stayed the same during the period.

The numbers in the brackets below further relate to other parts of the depth study for which the historic environment is relevant.

The historic environment can be explored through the examination of medieval buildings such as churches (Part two), fortified manor houses and castles (Part three) and wider historic environments such as towns and villages (Part two). Equally, key historic developments and events such as trade (Part two), revolts, battles, and wars (Part three) were shaped by the historic environment in which they took place.

For all series the specified site will be published three years in advance at aqa.org.uk/history

Optional resource packs will accompany each site, which teachers may wish to use to form part of their teaching of the course. Other sources of information about the specified site may also be considered.

BC Elizabethan England, c1568–1603

This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.

Part one: Elizabeth's court and Parliament

- Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers.
- The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601.

Part two: Life in Elizabethan times

- A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre.
- The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem.
- English sailors: Hawkins and Drake; circumnavigation 1577–1580, voyages and trade; the role of Raleigh.

Part three: Troubles at home and abroad

- Religious matters: the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters.
- Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary; plots; execution and its impact.
- Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada.

Part four: The historic environment of Elizabethan England

The historic environment is 10% of the overall course, which equates to approximately 12 hours out of 120 guided learning hours.

Students will be examined on a specific site in depth. This site will be as specified and will be changed annually. The site will relate to the content of the rest of this depth study. It is intended that study of different historic environments will enrich students' understanding of Elizabethan England.

There is no requirement to visit the specified site. Teachers may wish to visit a similar site in their locality to inform their teaching, however no reward will be given in the assessment for visiting the specified site or any other site.

The study of the historic environment will focus on a particular site in its historical context and should examine the relationship between a specific place and associated historical events and developments.

Students will be expected to answer a question that draws on second order concepts of change, continuity, causation and/or consequence, and to explore them in the context of the specified site and wider events and developments of the period studied.

Students should be able to identify key features of the specified site and understand their connection to the wider historical context of the specific historical period. Sites will also illuminate how people lived at the time, how they were governed and their beliefs and values.

The following aspects of the site should be considered:

- location
- function
- the structure
- people connected with the site eg the designer, originator and occupants
- design
- how the design reflects the culture, values, fashions of the people at the time
- how important events/developments from the depth study are connected to the site.

Students will be expected to understand the ways in which key features and other aspects of the site are representative of the period studied. In order to do this, students will also need to be aware of how the key features and other aspects of the site have changed from earlier periods.

Students will also be expected to understand how key features and other aspects may have changed or stayed the same during the period.

The numbers in the brackets below further relate to other parts of the depth study for which the historic environment is relevant.

The historic environment can be explored through the examination of Elizabethan buildings such as Tudor manor houses and their gardens (Part two), theatres (Part two) and wider historic environments such as villages, towns and cities (Part two). Equally key historic developments and events such as voyages and trade (Part two), revolts (Parts one and three), and battles (Part three) were shaped by the historic environment in which they took place.

For all series the specified site will be published three years in advance at aqa.org.uk/history

Optional resource packs will accompany each site, which teachers may wish to use to form part of their teaching of the course. Other sources of information about the specified sites may also be considered.

BD Restoration England, 1660–1685

This option allows students to study in depth the restoration of the monarchy. The study will focus on the major aspects of Charles II's reign considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.

Part one: Crown, Parliament, plots and court life

- Crown and Parliament: the legacy of the English Civil War and Commonwealth; the restoration of the monarchy; the succession issue; relations and issues with Parliament, finance and religion; the Cabal and 'Party politics'; rule without parliament from 1681.
- The Catholic question: plots, including Titus Oates and the Popish Plot and the Rye House Plot; the Exclusion Bill, 1679; James, Duke of York.
- Charles II's court: Charles II's character; court life, fashions and the role of the court.

Part two: Life in Restoration England

- Crisis: Great Plague of 1665; causes and contemporary views; measures to combat; records; results; Fire of London of 1666; causes and contemporary views; results and reconstruction.
- Restoration culture: Restoration comedy, theatres and playwrights; the role and status of women; coffee houses; Charles II's patronage of the arts and sciences, including the Royal Society; Samuel Pepys; architecture and design, including Christopher Wren.

Part three: Land, trade and war

- Land: the powers of the East India Company; Bombay; Hudson Bay; Tangier; Captain Henry Morgan and Jamaica.
- Trade: mercantilism; the Navigation Acts and their impact; slave trade.
- War: English sea power; naval warfare, including tactics and technology; conflict with the Dutch, including the Second and Third Dutch Wars; relations with Spain and France.

Part four: The historic environment of Restoration England

The historic environment is 10% of the overall course, which equates to approximately 12 hours out of 120 guided learning hours.

Students will be examined on a specific site in depth. This site will be as specified and will be changed annually. The site will relate to the content of the rest of this depth study. It is intended that study of different historic environments will enrich students' understanding of Restoration England.

There is no requirement to visit the specified site. Teachers may wish to visit a similar site in their locality to inform their teaching, however no reward will be given in the assessment for visiting the specified site or any other site.

The study of the historic environment will focus on a particular site in its historical context and should examine the relationship between a specific place and associated historical events and developments.

Students will be expected to answer a question that draws on second order concepts of change, continuity, causation and/or consequence, and to explore them in the context of the specified site and wider events and developments of the period studied.

Students should be able to identify key features of the specified site and understand their connection to the wider historical context of the specific historical period. Sites will also illuminate how people lived at the time, how they were governed and their beliefs and values.

The following aspects of the site should be considered:

- location
- function
- the structure
- people connected with the site eg the designer, originator and occupants
- design
- how the design reflects the culture, values, fashions of the people at the time
- how important events/developments from the depth study are connected to the site.

Students will be expected to understand the ways in which key features and other aspects of the site are representative of the period studied. In order to do this, students will also need to be aware of how the key features and other aspects of the site have changed from earlier periods.

Students will also be expected to understand how key features and other aspects may have changed or stayed the same during the period.

The numbers in the brackets below further relate to other parts of the depth study for which the historic environment is relevant.

The historic environment can be explored through the examination of restoration buildings such as stately homes and gardens (Parts one and two), theatres (Part two) and wider historic environments such as villages, towns and cities (Part two). Equally key historical developments and events such as trade (Part three), plots, revolts and battles (Parts one and three) were shaped by the historic environment in which they took place.

For all series the specified site will be published three years in advance at aqa.org.uk/history

Optional resource packs will accompany each site, which teachers may wish to use to form part of their teaching of the course. Other sources of information about the specified site may also be considered.

4 Scheme of assessment

Find past papers and mark schemes, and specimen papers for new courses, on our website at aqa.org.uk/pastpapers

This specification is designed to be taken over two years.

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

GCSE exams and certification for this specification are available for the first time in May/June 2018 and then every May/June for the life of the specification.

All materials are available in English only.

Our GCSE exams in History include questions that allow students to demonstrate their ability to:

- draw together their knowledge, skills and understanding
- provide extended responses.

4.1 Aims and learning outcomes

Courses based on this specification should encourage students to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE History specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives:

- AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.
- AO2: explain and analyse historical events and periods studied using second-order historical concepts.

- AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
- AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.

The exam boards and Ofqual are working together to determine the marking expectations for spelling, punctuation and grammar (SPaG) which will apply to all GCSE specifications in History, Geography and Religious Studies. The agreed wording will be included in the mark schemes for accredited sample assessment materials.

4.2.1 Assessment objective weightings for GCSE History

Assessment objectives (AOs)	Paper weightings (approx %)		Overall weighting (approx %)
	Paper 1	Paper 2	
AO1	16.25	18.75	35
AO2	13.75	21.25	35
AO3	10.0	5.0	15
AO4	10.0	5.0	15
Overall weighting of papers	50	50	100

4.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1	84	1	84
Paper 2	84	1	84
Total scaled mark:			168

4.4 Assessment structure

4.4.1 Paper 1: Understanding the modern world

This paper tests students' ability in relation to all the assessment objectives.

It is divided into two equally weighted sections, A and B.

Section A: Period studies

In Section A, questions 1–6 assess the specified content for the wider world period study. In each series all three parts of the specified content will be tested.

Question	Type of question	Mark					Total mark
		A01	A02	A03	A04	SPaG	
1	How do interpretations differ?				4		4
2	Why do interpretations differ?				4		4
3	How convincing are interpretations?				8		8
4	Describe...	4					4
5	In what ways... Explain your answer	4	4				8
6	Essay question in bullet format	6	6				12

Questions 1, 2, and 3 test AO4. They are based on two written interpretations of around 50–100 words with an accompanying ascription. They test, in turn, how interpretations differ, why interpretations differ and evaluate interpretations in the context of historical events from either Parts one, two or three or a core development that covers more than one part of the specified content. These interpretations do not require an understanding of historiography.

Question 4 requires a description of two key features or characteristics of the period studied and targets AO1 knowledge and understanding. The focus will arise from Part one, two or three of the specified content.

Question 5 tests the second order concept of change (AO2) and requires supporting knowledge and understanding (AO1). The question will ask students to explain how a group or development was affected by a key event or development. The focus will arise from Part one, two or three of the specified content.

Question 6 requires knowledge, understanding and analysis of historical events utilising second order historical concepts (AO1 and AO2) and is based around two identified aspects. It will target: causation, consequence, change and/or continuity. The question will be an essay requiring a judgement. It will give students the opportunity to demonstrate their ability to write an extended response following a sustained line of reasoning which is coherent, relevant, substantiated and logically structured. The focus will arise from Part one, two or three or a central development that covers more than one part of the specified content.

Section B: Wider world depth studies

In Section B, the questions assess the specified content for the wider world depth study. In each series all three parts of the specified content will be tested.

Each depth study has four questions.

Question(s)	Type of question	Mark					Total mark
		A01	A02	A03	A04	SPaG	
7, 11, 15, 19, 23	Source analysis			4			4
8, 12, 16, 20, 24	How useful are sources...			12			12

Question(s)	Type of question	Mark					Total mark
		A01	A02	A03	A04	SPaG	
9, 13, 17, 21, 25	Write an account...	4	4				8
10, 14, 18, 22, 26	Essay question...how far do you agree?	8	8			4	20

The first and second questions test AO3 and require the analysis and evaluation of sources. One source is supplied for the first question and two sources for the second. Different types of sources will be used, including visual and written sources. The focus of the sources will arise from Part one, two or three of the specified content.

The third question tests AO1 and AO2. It is a narrative account, which uses knowledge, understanding and analysis of the second order concepts of cause and/or consequence. The focus will arise from Part one, two or three of the specified content.

The fourth question tests AO1 and AO2. It requires knowledge, understanding and analysis of historical events utilising any of the second order historical concepts. This will be an essay question requiring a judgement. It is an extended response which will give students the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured. Marks for spelling, punctuation and grammar (SPaG) will also be available. The focus will arise from Part one, two or three or may cover more than one part of the specified content.

4.4.2 Paper 2: Shaping the nation

This paper tests students' ability in relation to all the assessment objectives.

It is divided into two equally weighted sections, A and B.

Section A: Thematic studies

In Section A, questions 1–4 assess the specified content for the British thematic study. In each series all four parts of the specified content will be tested.

Question	Type of question	Mark					Total mark
		A01	A02	A03	A04	SPaG	
1	How useful is source...			8			8
2	Explain the significance of...	2	6				8
3	Compare...in what ways are they similar/different?	4	4				8
4	Essay question using factors	8	8			4	20

Question 1 tests the utility of a source (AO3). The source will either be visual eg cartoons, or written eg diary extracts. Students will need to use the content, provenance and their contextual knowledge in order to evaluate the usefulness of the source. It will target a key event, development, individual or group from Part one, two, three or four of the option content.

Question 2 tests AO1 and AO2. It requires knowledge, understanding and analysis of historical events and specifically assesses the second order concept of significance. Significance looks at the importance of a key event, person/group or development at the time and importance over time. The focus of the question will arise from Part one, two, three or four of the specified content.

Question 3 will ask students to compare two key events, developments or the role of individuals or groups. It tests the second order concepts of similarity and/or difference. The focus may target Part one, two, three or four or a combination of two parts of the specified content.

Question 4 tests AO1 and AO2. It requires knowledge, understanding and analysis of historical events and developments over time. It draws on second order concepts of cause, consequence and/or change. It will ask students to evaluate one stated factor against other factors. Factors could include war, religion, chance, government, communication, science and technology or the role of an individual. This will be an essay question requiring a judgement. It is an extended response which will give students the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured. Marks for spelling, punctuation and grammar (SPaG) will also be available. The question will target all four parts of the specified content.

Section B: British depth studies including the historic environment

In Section B, the remaining questions assess the specified content for the British depth study, incorporating the study of the historic environment. In each series all four parts of the specified content will be tested.

There are four questions in this section.

Question(s)	Type of question	Mark					Total mark
		A01	A02	A03	A04	SPaG	
5, 9, 13, 17	How far do you agree with this statement?				8		8
6, 10, 14, 18	Explain...	4	4				8
7, 11, 15, 19	Write an account...	4	4				8
8, 12, 16, 20	Essay question linked to specified site	8	8				16

The first question tests AO4. It requires the evaluation of one visual or written interpretation drawing upon contextual knowledge of a key event, development, group or individual for Part one, two or three of specified content.

The second question will test AO1 and AO2. It will require knowledge, understanding and analysis of historical events, issues or developments and draws on second order concepts of causation, change, continuity and/or consequence. The question will arise from Part one, two or three of specified content.

The third question tests AO1 and AO2. It is a narrative account, which tests knowledge, understanding and analysis of the second order concepts of cause, change, continuity and/or consequence. The question will arise from Part one, two or three of specified content.

The final question tests AO1 and AO2 and is based upon knowledge, understanding and analysis of the historic environment and in particular its relationship with wider events/developments. It will be an essay question requiring a judgement and will draw on second order concepts of change, continuity, cause and/or consequence. This question is intended to be an extended response

enabling students to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

4.4.3 Spelling, punctuation and grammar (SPaG)

Spelling, punctuation and grammar (SPaG) will be assessed against the following criteria:

Performance descriptor		Marks awarded
High performance	<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. 	4 marks
Intermediate performance	<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. 	2–3 marks
Threshold performance	<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. 	1 mark
No marks awarded	<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. 	0 marks

5 General administration

You can find information about all aspects of administration, as well as all the forms you need, at aqa.org.uk/examsadmin

5.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers and certification.

Every specification is given a national discount (classification) code by the Department for Education (DfE), which indicates its subject area.

If a student takes two specifications with the same discount code:

- further and higher education providers are likely to take the view that they have only achieved one of the two qualifications
- only one of them will be counted for the purpose of the *School and College Performance tables* – the DfE's rules on 'early entry' will determine which one.

Please check this before your students start their course.

Qualification title	AQA entry code	DfE discount code
AQA GCSE in History	8145 + letters for papers 1 and 2 topics (see below)	DB

The entry codes for AQA GCSE History are dependent on the papers studied by the student. They can be determined using the following rules:

- the first part of the code is 8145
- the next letter indicates a particular pair of Paper 1 topics
- the next letter indicates a particular pair of Paper 2 topics.

Visit aqa.org.uk/gcsehistorycodes to find your entry code.

This specification complies with:

- Ofqual *General conditions of recognition* that apply to all regulated qualifications
- Ofqual GCSE qualification level conditions that apply to all GCSEs
- Ofqual GCSE subject level conditions that apply to all GCSEs in this subject
- all other relevant regulatory documents.

The Ofqual qualification accreditation number (QAN) is 601/8217/9.

5.2 Overlaps with other qualifications

There are no overlaps with any other AQA qualifications at this level.

5.3 Awarding grades and reporting results

The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade.

Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

5.4 Re-sits and shelf life

Students can re-sit the qualification as many times as they wish, within the shelf life of the qualification.

5.5 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools and colleges.

5.6 Access to assessment: diversity and inclusion

General qualifications are designed to prepare students for a wide range of occupations and further study. Therefore our qualifications must assess a wide range of competences.

The subject criteria have been assessed to see if any of the skills or knowledge required present any possible difficulty to any students, whatever their ethnic background, religion, sex, age, disability or sexuality. If any difficulties were encountered, the criteria were reviewed again to make sure that tests of specific competences were only included if they were important to the subject.

As members of the Joint Council for Qualifications (JCQ) we participate in the production of the JCQ document *Access Arrangements and Reasonable Adjustments: General and Vocational qualifications*. We follow these guidelines when assessing the needs of individual students who may require an access arrangement or reasonable adjustment. This document is published on the JCQ website at jcq.org.uk

5.6.1 Students with disabilities and special needs

We can make arrangements for disabled students and students with special needs to help them access the assessments, as long as the competences being tested are not changed. Access arrangements must be agreed **before** the assessment. For example, a Braille paper would be a reasonable adjustment for a Braille reader but not for a student who does not read Braille.

We are required by the Equality Act 2010 to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student.

If you have students who need access arrangements or reasonable adjustments, you can apply using the Access arrangements online service at aqa.org.uk/eaqa

5.6.2 Special consideration

We can give special consideration to students who have been disadvantaged at the time of the assessment through no fault of their own – for example a temporary illness, injury or serious problem such as the death of a relative. We can only do this **after** the assessment.

Your exams officer should apply online for special consideration at [aqa.org.uk/eaqa](https://www.aqa.org.uk/eaqa)

For more information and advice about access arrangements, reasonable adjustments and special consideration please see [aqa.org.uk/access](https://www.aqa.org.uk/access) or email accessarrangementsqueries@aca.org.uk

5.7 Working with AQA for the first time

If your school or college has not previously offered any AQA specification, you need to register as an AQA centre to offer our specifications to your students. Find out how at [aqa.org.uk/becomeacentre](https://www.aqa.org.uk/becomeacentre)

5.8 Private candidates

This specification is available to private candidates.

A private candidate is someone who enters for exams through an AQA-approved school or college but is not enrolled as a student there.

A private candidate may be self-taught, home-schooled or have private tuition, either with a tutor or through a distance learning organisation. You must be based in the UK.

If you have any queries as a private candidate, you can:

- speak to the exams officer at the school or college where you intend to take your exams
- visit our website at [aqa.org.uk/privatecandidates](https://www.aqa.org.uk/privatecandidates)
- email: privatecandidates@aca.org.uk

Get help and support

Visit our website for information, guidance, support and resources at aqa.org.uk/8145

You can talk directly to the History subject team

E: history@aqa.org.uk

T: 0161 958 3861



Please write clearly in block capitals.

Centre number

--	--	--	--	--

Candidate number

--	--	--	--

Surname

Forename(s)

Candidate signature

GCSE HISTORY

Paper 1A/D: America, 1920-1973: Opportunity and inequality

Specimen Material

Session

Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:

- You **must** ensure you have the other optional question paper/answer booklet for the **Paper 1 Section B** topic you are entered for. You will have 1 hour 45 minutes to complete **both** papers.
- an Interpretations Booklet (enclosed).

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all six** questions.
- Do all rough work in this book. Cross through any work you do not want to be marked.
- You must answer the questions in the spaces provided. Do **not** write outside the box around each page or on blank pages.

Information

- The maximum mark for this paper is 40.
- The marks for the questions are shown in brackets.

Advice

- You are advised to spend 50 minutes on **Paper 1 Section A** and 50 minutes on **Paper 1 Section B**.

For Examiner's Use	
Question	Mark
01	
02	
03	
04	
05	
06	
TOTAL	



S A M 8 1 4 5 1 A A 0 1

IB/M/SAM/E1

8145/1A/D

0 2

Why might the authors of **Interpretations A** and **B** have a different interpretation about President Roosevelt's New Deal?

Explain your answer using **Interpretations A** and **B** and your contextual knowledge.

[4 marks]

4

Turn over ►



Blank writing area with horizontal lines.

Extra space



Blank lined writing area with horizontal lines. The text 'Extra space' is followed by a horizontal line.

Extra space _____



0 6

Which of the following was the more important reason why there were more opportunities in America in the 1920s:

- economic growth
- social changes?

Explain your answer with reference to **both** reasons.

[12 marks]

Turn over ►



There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

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GCSE HISTORY

Paper 1A/D: America, 1920–1973: Opportunity and inequality

Interpretations Booklet

Interpretations **A** and **B** for use in answering Questions 01, 02 and 03

Interpretation A John Gates, in his book 'The Story of an American Communist' published in 1959.

In the early 1930s Gates was a student. He had discovered the writings of Karl Marx in which he said that 'he found the answers to the causes of the Depression, socialism and a world brotherhood of man'. Soon afterwards he joined the Young Communist League.

We planned a demonstration of the unemployed during President Roosevelt's inauguration on March 4, 1933. I was chosen to open the demonstration and was arrested because we didn't have a permit to hold it. Listening to the broadcast when I was in jail, it did not sound exactly like a New Deal to me. I did not believe the President and had no confidence in him. He announced the closing of the banks and the introduction of a New Deal for the American people. It sounded to me like a possible dictatorship.

Interpretation B Rexford Tugwell in his book 'The Democratic Roosevelt' published in 1957.

Tugwell was a member of the Democratic Party and a close friend of Franklin D Roosevelt. In 1932 he joined a team to advise Roosevelt during the presidential election. Roosevelt consulted Tugwell about the banking crisis and the New Deal.

When Roosevelt died our society was much further forward than when he became President. It is true that there was a change from the old rugged individualism and laissez-faire ideas towards more government regulation. And a move away from individual responsibility for sickness, unemployment and old age to security for all. This helped those with the least power to bargain. We are a lucky people. If it had not been for this democrat we might have fallen to a dictatorship. For that was being talked about when he took charge.

END OF INTERPRETATIONS

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GCSE

HISTORY

8145/1A/D

Paper 1A/D: America, 1920–1973: Opportunity and inequality

Mark scheme

Specimen Material

Version E1

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

0	1
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How does **Interpretation B** differ from **Interpretation A** about President Roosevelt’s New Deal?

Explain your answer using **Interpretations A** and **B**.

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target	Analyse individual interpretations (AO4a) Analyse how interpretations of a key feature of a period differ (AO4b)	
Level 2:	Developed analysis of interpretations to explain differences based on their content	3–4
	Students may progress from a simple analysis of interpretations with extended reasoning to explain the differences, for example, how Gates (Interpretation A) emphasises the idea that Roosevelt acted like a dictator as he forced the closure of the banks. He is writing about one aspect at the start of the New Deal which he saw as dictatorial. By comparison candidates might explain Tugwell’s (Interpretation B) support for Roosevelt’s use of regulation to help people and his protection of liberty.	
Level 1:	Simple analysis of interpretation(s) to identify differences based on their content	1–2
	Students are likely to identify relevant features in each interpretation(s), for example, the New Deal, according to Tugwell (B), helped the weakest in society so Americans were a lucky people; whereas Gates (A) claims that the New Deal did not offer much that was different from before.	
	Students either submit no evidence or fail to address the question	0

0	2
----------	----------

Why might the authors of **Interpretations A** and **B** have a different interpretation about President Roosevelt’s New Deal?

Explain your answer using **Interpretations A** and **B** and your contextual knowledge.

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Analyse individual interpretations (AO4a)**
Analyse why interpretations differ (AO4c)

Level 2: **Developed answer analyses provenance of interpretation to explain reasons for differences** **3–4**

Students may progress from identification to explanation of the reasons for the differences in the interpretations supported by factual knowledge and understanding related to, for example, differences in provenance, context of their time of writing, place, previous experience, knowledge, beliefs, circumstances, and access to information, purpose and audience.

For example, Candidates argue that the interpretations from Gates and Tugwell were based on different circumstances, beliefs and purposes. For example, Gates, an outsider, was a communist and critic of capitalism and hence sought to justify his own opposition to the New Deal. Tugwell, an insider, was part of the government and was happy to commemorate his President’s achievements as well as his own role.

Level 1: **Simple answer analyses provenance to identify reasons for difference(s)** **1–2**

Students are likely to identify relevant reasons for the differences in each interpretation(s). Related to, for example, differences in provenance, context of their time of writing, place, previous experience, knowledge, beliefs, circumstances, access to information, purpose and audience.

For example, Interpretation A was by Gates who was a communist who hated the government and its New Deal. Interpretation B was by Tugwell who was an adviser to the government, so he supported the New Deal.

Students either submit no evidence or fail to address the question **0**

0 3

Which interpretation do you find more convincing about President Roosevelt's New Deal?

Explain your answer using **Interpretations A** and **B** and your contextual knowledge.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target

**Analyse individual interpretations (AO4a)
Evaluate interpretations and make substantiated judgements in the context of historical events studied (AO4d)**

Level 4:

Complex evaluation of interpretations with sustained judgement based on contextual knowledge/understanding

7–8

Extends Level 3.

Students may progress from a developed evaluation of interpretations by analysis of the relationship between the interpretations supported by factual knowledge and understanding.

For example, the judgement that Interpretation B is more convincing as it takes a more balanced view – while there was government regulation, the New Deal did help bring about recovery; so there was rather more to it than Interpretation A's wholly critical view based on the initial implementation of the New Deal.

Level 3:

Developed evaluation of both interpretations based on contextual knowledge/understanding

5–6

Extends Level 2.

Answers may assert one interpretation is more/less convincing.

Students may progress from a simple evaluation of the interpretations by extended reasoning supported by factual knowledge and understanding.

For example, to supporting Interpretation B by reference to the successes of the New Deal in improving the lives of different groups of people and/or in improving areas of the economy such as industry.

Level 2: Simple evaluation of one interpretation based on contextual knowledge/understanding **3–4**

There may be undeveloped comment about the other interpretation.

Students may progress from a basic analysis of interpretations to simple evaluation, supported with factual knowledge and understanding.

For example, candidates might develop an argument supporting Interpretation A by reference to legal actions against Roosevelt's assumption of powers and the Supreme Court rulings and/or that Republicans also accused Roosevelt of acting in a dictatorial way.

Level 1: Basic analysis of interpretation(s) based on contextual knowledge/understanding **1–2**

Answers show understanding/support for one/both interpretation(s), but the case is made by assertion/recognition of agreement.

For example, answers stating that Interpretation A is convincing as .the New Deal did represent a growth of the President's power and/or that Interpretation B is convincing as the New Deal created employment and so helped people.

Students either submit no evidence or fail to address the question **0**

0	4
---	---

Describe two problems faced by Presidents Kennedy and Johnson in dealing with the Civil Rights protests during the 1960s.

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Demonstrate knowledge of the key features and characteristics of the periods studied (AO1a)**
Demonstrate understanding of the key features and characteristics of the periods studied. (AO1b)

Level 2: Answers demonstrate knowledge and understanding 3–4

Students may progress from a simple demonstration of knowledge about the issues identified with extended reasoning supported by understanding of, for example, the ways in which events were problematic.

These might include: protests were a real problem as the lack of Federal laws before 1964/1965 limited action to what pressure they could apply, such as Kennedy and Governor Wallace over releasing black protesters.

Level 1: Answers demonstrate knowledge 1–2

Students demonstrate relevant knowledge about the issue(s) identified which might be related, for example, many protests were televised/state governments often defied the presidents.

Students either submit no evidence or fail to address the question 0

0 5

In what ways were the lives of women affected by the campaign for more equality in the USA during the 1960s and early 1970s?

Explain your answer.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

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

Level 4: Complex explanation of changes Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question 7–8

Extends Level 3.

Students may progress from a developed explanation of changes by explanation of the complexities of change arising from differences such as time, group, social and/or economic impact, supported by knowledge and understanding.

For example, the way that the impact of the campaign changed over time; such as, despite the victory of the Equal Pay Act in 1963, its implementation was patchy and it still needed the work of the National Organisation for Women (NOW) and a Supreme Court ruling in 1972 to consolidate equality of rights between men and women.

Level 3: Developed explanation of changes Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question 5–6

Extends Level 2.

Students may progress from a simple explanation by developed reasoning considering **two or more** of the identified consequences, supporting them by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s).

For example, women’s lives were also affected by the change in the abortion laws which meant they had the power to choose what happened to their bodies.

For example, sex and race discrimination were banned under the Civil Rights Act of 1964 which meant it was illegal to discriminate against women in the workplace because of their gender and/or race.

Level 2: Simple explanation of change **3–4**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation of change by using simple reasoning and supporting it with factual knowledge and understanding which might be related, for example, to **one** of the identified changes.

For example, women had greater equality in the workplace as a result of the Equal Pay Act of 1963.

Level 1: Basic explanation of change(s) **1–2**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students identify change(s), which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, women no longer expected to suffer discrimination at work.

Students either submit no evidence or fail to address the question **0**

0 6

Which of the following was the more important reason why there were more opportunities in America in the 1920s:

- economic growth
- social reasons?

Explain your answer with reference to **both** reasons.

[12 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

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

Examiners are reminded that AO1 and AO2 are regarded as interdependent and when deciding on a level should be considered together. When establishing a mark within a level, examiners should reward three marks for strong performance in both assessment objectives; two marks may be achieved by strong performance in either AO1 or AO2 and one mark should be rewarded for weak performance within the level in both assessment objectives.

Level 4: **Complex explanation of both bullets leading to a sustained judgement** **10–12**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3

Students may progress from a developed explanation of causation by complex explanation of the relationship between causes supported by factual knowledge and understanding and arriving at a sustained judgement.

For example, candidates may conclude that economic growth enabled many aspects of social change. People had the money to buy cars, go to the cinema and buy into the consumer lifestyle and if they didn't have the money then they would not have been able to have opportunities that were brought about by social change. Or that the social changes in America at this time, such as the greater freedom and opportunities for women, fuelled the economic boom by creating consumer demand and expanding its workforce.

Level 3: Developed explanation of both bullets **7–9**
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple explanation of causation with extended reasoning supported by developed factual knowledge and understanding.

For example, economic demand for consumer goods and the use of mass production meant employment opportunities and a rise in real wages of 11%. More disposable income helped new industries like car manufacturing to develop and in the 1920s many Americans were able to enjoy a better standard of living. Also, social change meant that many people had more freedom, especially women. Advertising and the cinema made it acceptable for young women, ‘the flappers’, to enjoy new freedoms such as they were no longer restricted to what they could wear, they could go out dancing on their own and could work.

Level 2: Simple explanation of bullet(s) **4–6**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation of causation by using simple reasoning and supporting it with factual knowledge and understanding.

For example economic growth meant that there was more opportunity in America because the use of mass production meant more employment opportunities, a rise in real wages and more disposable income; changing social attitudes fuelled by advertising and the cinema, meant that women had greater freedom.

Level 1: Basic explanation of bullet(s) **1–3**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students recognise and provide a basic explanation of one/both bullet points.

For example, there were more opportunities because of rising wages and prosperity; women had more opportunities because they had more freedom.

Students either submit no evidence or fail to address the question **0**



Please write clearly in block capitals.

Centre number

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Candidate number

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Surname

Forename(s)

Candidate signature

GCSE HISTORY

Paper 1B/C: Conflict and tension between East and West, 1945–1972

Specimen Material

Session

Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:

- You **must** ensure you have the other optional question paper/answer booklet for the **Paper 1 Section A** topic you are entered for. You will have 1 hour 45 minutes to complete **both** papers.
- a Sources Booklet (enclosed).

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all four** questions.
- Do all rough work in this book. Cross through any work you do not want to be marked.
- You must answer the questions in the spaces provided. Do **not** write outside the box around each page or on blank pages.

Information

- The maximum mark for this paper is 44.
- The marks for the questions are shown in brackets.
- Extended writing is tested in Question 04.
- Spelling, Punctuation and Grammar (**SPaG**) will be assessed in Question 04. The marks for SPaG are shown below the mark allocation for Question 04.

Advice

- You are advised to spend 50 minutes on **Paper 1 Section A** and 50 minutes on **Paper 1 Section B**.

For Examiner's Use	
Question	Mark
01	
02	
03	
04	
TOTAL	



S A M 8 1 4 5 1 B C 0 1

IB/M/SAM/E1

8145/1B/C

0 **3**

Write an account of how events in Hungary became an international crisis during 1956.

[8 marks]



Extra space _____

8

Turn over ►



0	4
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'The main reason for the tension between East and West in Europe in the 1960s was the actions of the Soviet Union.'

How far do you agree with this statement?

Explain your answer.

[16 marks]
[SPaG 4 marks]



There are no questions printed on this page

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ANSWER IN THE SPACES PROVIDED**

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GCSE HISTORY

Paper 1B/C: Conflict and tension between East and West, 1945–1972

Sources Booklet

Source A for use in answering Questions 01

Sources B and **C** for use in answering Question 02

Source A

A poster entitled, 'Glory to the Soviet people – the pioneer of space', published in the USSR in 1958.



Source B

A poster about the Marshall Plan produced in 1950.

This poster won first prize in a competition sponsored by the European Recovery Programme. The aim of the poster was to capture the goals and spirit of the Marshall Plan.

**Source C**

From a speech by George Marshall in June 1947.

The seeds of Communism spread and grow in the evil soil of poverty. The Marshall Plan is directed not against any country or doctrine but against hunger, poverty, desperation and chaos. Its purpose should permit the emergence of conditions in which freedom can exist. Any government which blocks the recovery of other countries cannot expect help from us. Furthermore, governments or political parties which seek to prolong human misery in order to profit politically will meet the opposition of the United States.

END OF SOURCES

There are no sources printed on this page

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IB/M/SAM/8145/1B/C



GCSE

HISTORY

8145/1B/C

Paper 1B/C: Conflict and tension between East and West, 1945–1972

Mark scheme

Specimen Material

Version E1

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Step 3 Spelling, punctuation and grammar (SPaG)

Spelling, punctuation and grammar will be assessed in question 04.

	Performance descriptor	Marks awarded
High performance	<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 	4 marks
Intermediate performance	<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 	2–3 marks
Threshold performance	<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 	1 mark
No marks awarded	<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 	0 marks

Question 04 is an extended response question. They give students the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

0	1
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Source A supports the Soviet Union. How do you know?

Explain your answer using **Source A** and your contextual knowledge.

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target

Analyse individual interpretations (AO4a)
Analyse how interpretations of a key feature of a period differ (AO4b)

Level 2:

Developed analysis of source based on content and/or provenance

3–4

Students may progress from a simple analysis of the source with extended reasoning supported by factual knowledge and understanding related to the features of the source.

For example, the caption which projects a progressive and heroic image by seeing the Soviets as ‘pioneers’ of space; the Soviet spaceman is depicted in triumphant pose and holds aloft the hammer and sickle emblems; the four sputnik flights are represented as stars lighting up the sky; the date of the poster can be linked to the Soviet Union’s triumph in the space race.

Level 1:

Simple analysis of source based on content and/or provenance

1–2

Students identify relevant features in the source and support them with simple factual knowledge and understanding.

For example, the legend (‘Glory to the Soviet people’) was very pro-Soviet Union; it was painted by a Soviet artist so it would be propaganda.

Students either submit no evidence or fail to address the question

0

0	2
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How useful are **Sources B** and **C** to an historian studying opinions about the Marshall Plan?

Explain your answer using **Sources B** and **C** and your contextual knowledge.

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target

Analyse sources contemporary to the period (AO3a)
Evaluate sources and make substantiated judgements (AO3b)

In analysing and evaluating sources, students will draw on their contextual knowledge to question critically the content and provenance of sources (for example, the context of the time in which source was created, place, author's situation, knowledge, beliefs, circumstances, access to information, purpose and audience).

Level 4: Complex evaluation of both sources with sustained judgement based on content and provenance **10–12**

Students may progress from a developed evaluation of the sources by complex reasoning related to utility on the basis of content and provenance. They may evaluate the relationship between the sources based on analysis of provenance and contextual knowledge.

For example, taken together the sources are useful because they reflect similar attitudes towards the Marshall Plan emphasising its benefits. Equally candidates may discern a different emphasis arising from authorship or the passage of time. Students may recognise the limitations of the sources, in that their western provenance may only offer a partial view.

Level 3: Developed evaluation of sources based on the content and/or provenance **7–9**

Students may progress from a simple evaluation of the sources with extended reasoning related to utility on the basis of content and/or provenance.

For example, they may focus on the specific aspects of the sources individually and explain how they might reflect opinions towards the Marshall Plan, such as how it stressed co-operation in Europe and that there was evidently a desire/need to promote this in 1950 (Source B) and the way the support for freedom was linked to its American originator's initial anti-Communist emphasis (Source C).

Level 2: Simple evaluation of source(s) based on content and/or provenance 4–6

Students may progress from a basic analysis of the source(s) to simple evaluation of the content and/or provenance.

For example, the poster (Source B) is useful because it shows how the Marshall Plan was presented as bringing the countries of Europe together.

Marshall's speech (Source C) may be used by historians to shed light on how the Marshall Plan was viewed by its founder as a means to remove poverty and to preserve freedom.

Level 1: Basic analysis of sources(s) 1–3

Answers may show understanding/support for one or both sources, but the case is made by assertion/basic inference.

Students identify basic features which are valid about the sources and related to the enquiry point, for example, the message of the poster that there was unity because the flags of Europe are together. Source C says that the Marshall plan was meant to stop poverty.

Students either submit no evidence or fail to address the question 0

0 3

Write an account of how events in Hungary became an international crisis during 1956.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

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

Level 4: **Answer is presented in a coherent narrative/account that demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question** **7–8**

Extends Level 3.

Students may progress from a developed narrative of causation/consequence with complex sequencing and reasoning supported by a range of accurate and detailed factual knowledge and understanding which might be related, for example, to an analysis of how/why tension increased at different stages and /or showing understanding about how much each part of the sequence increased tension and led to a crisis.

For example, analysis of different consequences of Soviet actions meant that Cold War attitudes hardened at each stage, with evidence presented in the West of the Soviet's ruthless crushing of the revolt and the murder of its leaders, and the scale of Soviet military intervention against Hungarian citizens. It undermined the idea of 'peaceful co-existence' in a post-Stalinist era and the crisis escalated when Khrushchev carried his provocative veto in the UN in the face of Western protests. It was widely thought that US President Eisenhower supported the Hungarian Rising. East/West tensions arising from Hungary persisted against a background of the arms race and hard line Soviet attitudes.

Level 3:	<p>Developed analysis of causation/consequence Answer is presented in a structured and well-ordered narrative/account that demonstrates a range of accurate knowledge and understanding that is relevant to the question</p> <p>Extends Level 2.</p> <p>Students may progress from a simple narrative of causation/consequence with developed sequencing and reasoning supported by a range of accurate factual knowledge and understanding which might be related, for example to an analysis of how/why tension increased at one stage in the process.</p> <p>For example, one consequence of the Soviet’s response to Nagy’s reforms was that it gave more evidence to the international community of the Communists’ ruthless attitude towards anything which threatened the USSR and the Warsaw Pact. Hungarians demanded independence and the withdrawal of Soviet troops. Condemnation grew when the Soviets sent in tanks and soldiers and the death toll mounted – probably over 11000 lost their lives. The scale of the repression against tens of thousands of Hungarian people shocked the West and provoked protests.</p>	5–6
Level 2:	<p>Simple analysis of causation/consequence Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question</p> <p>Students may progress from a basic narrative of causation/consequence by showing a simple understanding of sequencing, supporting it with factual knowledge and understanding.</p> <p>For example, the Soviet Union was behind the crisis because it crushed the Hungarian people’s demands for independence and withdrawal of all of Soviet troops. The Soviets’ violent military reaction against the revolt upset the West and led to international protests.</p>	3–4
Level 1:	<p>Basic analysis of causation/consequence Answer is presented as general statements which demonstrates basic knowledge and understanding that is relevant to the question</p> <p>Students identify cause(s)/consequence(s) about the events such as Nagy made reforms, which made Russia send troops into Hungary again.</p>	1–2
	<p>Students either submit no evidence or fail to address the question</p>	0

Question 04 requires students to produce an extended response. Students should demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

0	4
---	---

'The main reason for the tension between East and West in Europe in the 1960s was the actions of the Soviet Union.'

How far do you agree with this statement?

Explain your answer.

[16 marks]
[SPaG 4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

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

Level 4: **Complex explanation of stated factor and other factor(s) leading to a sustained judgement** **13–16**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question
Answer demonstrates a complex, sustained line of reasoning which has a sharply-focused coherence and logical structure that is fully substantiated, with well-judged relevance.

Extends Level 3.

Students may progress from a developed explanation of causation by complex explanation of the relationship between causes supported by detailed factual knowledge and understanding to form a sustained judgement.

This might be related, for example, to the way reasons interacted, such as the Soviet Union was mainly to blame because of their actions in Berlin and Prague. Although the arms race between the USA and the USSR might be seen as a bigger source of tension, America was only spending money on expensive weapons systems to deter further Soviet aggression.

Level 3: Developed explanation of the stated factor and other factor(s) 9–12
Answer demonstrates a range of accurate knowledge and understanding
that is relevant to the question

Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance.

Extends Level 2.

Answer may suggest that one reason has greater merit.

Students may progress from a simple explanation of causation with developed reasoning supported by factual knowledge and understanding.

This might be related, for example, to

Level 2: Simple explanation of stated factor or other factor(s) 5–8
Answer demonstrates specific knowledge and understanding that is
relevant to the question

Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.

Answers arguing a preference for one judgement but with only basic explanation of another view will be marked at this level.

Students may progress from a basic explanation of causation by simple reasoning and supporting it with factual knowledge and understanding.

For example, the that Soviet aggression was evident (eg) in the building of the Berlin Wall and in the suppression of the Prague Spring which the West saw as an attack on freedom.

Students may additionally argue that America was responsible for the tension in the 1960s. Their expenditure on weapons increased Soviet anxieties, whilst the spying on Russia during the Geneva talks broke down trust. America's investment in West Germany so soon after the Second World War was viewed with hostility and suspicion in the USSR.

Level 1: Basic explanation of one or more factors **1–4**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.

Students recognise and provide a basic explanation of one or more factors.

Students may offer a basic explanation of the stated factor, such as,

Students may offer basic explanations of other factor(s), for example, arguing that America was responsible for the tension in the 1960s because of such reasons as their expenditure on weapons and spying on Russia during the Geneva talks which broke down trust. America's investment in West Germany so soon after the Second World War was viewed with hostility and suspicion in the USSR.

Students either submit no evidence or fail to address the question **0**

Spelling, punctuation and grammar

Performance descriptor	Marks awarded
High performance <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 	4 marks
Intermediate performance <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 	2–3 marks
Threshold performance <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 	1 mark
No marks awarded <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 	0 marks



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Candidate number

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Surname

Forename(s)

Candidate signature

GCSE HISTORY

Paper 2A/B: Britain: Power and the people: c1170 to the present day

Specimen Material

Session

Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:

- You **must** ensure you have the other optional question paper/answer booklet for the **Paper 2 Section B** topic you are entered for. You will have 1 hour 45 minutes to complete **both** papers.
- a Sources Booklet (enclosed).

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all four** questions.
- Do all rough work in this book. Cross through any work you do not want to be marked.
- You must answer the questions in the spaces provided. Do **not** write outside the box around each page or on blank pages.

Information

- The maximum mark for this paper is 44.
- The marks for the questions are shown in brackets.
- Extended writing is tested in Question 04.
- Spelling, Punctuation and Grammar (**SPaG**) will be assessed in Question 04. The marks for SPaG are shown below the mark allocation for Question 04.

Advice

- You are advised to spend 50 minutes on **Paper 2 Section A** and 50 minutes on **Paper 2 Section B**.

For Examiner's Use	
Question	Mark
01	
02	
03	
04	
TOTAL	



S A M 8 1 4 5 2 A B 0 1

IB/M/SAM/E1

8145/2A/B

Answer **all four** questions.

0	1
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Study **Source A** in the Sources Booklet.

How useful is **Source A** to an historian studying Oliver Cromwell?

Explain your answer using **Source A** and your contextual knowledge.

[8 marks]



0 3

Compare the Peasants' Revolt with the campaign for the People's Charter.

In what ways were they similar?

Explain your answer with reference to **both** the Peasants' Revolt and the campaign for the People's Charter.

[8 marks]



0 4

Has religion been the main factor in causing protest in Britain since Medieval times?

Explain your answer with reference to religion and other factors.

Use a range of examples from across your study of Power and the people: c1170 to the present day.

[16 marks]
[SPaG: 4 marks]



Turn over ►





Extra space _____

Lined writing area consisting of 25 horizontal lines.

END OF QUESTIONS

20



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GCSE HISTORY

Paper 2A/B: Britain: Power and the people: c1170 to the present day

Sources Booklet

Source A for use in answering Question 01

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Source A

Oliver Cromwell by William Faithorne, 1658. The scrolls on the left hand column refer to the rule of law and Magna Carta. Faithorne was a supporter of the Lord Protector. In the 1660s many images of Cromwell like this were destroyed.



END OF SOURCES



GCSE

HISTORY

8145/2A/B

Paper 2A/B Britain: Power and the people: c1170 to the present day

Mark scheme

Specimen Material

Version E1

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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Level of response marking instructions

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Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Step 3 Spelling, punctuation and grammar (SPaG)

Spelling, punctuation and grammar will be assessed in question 04.

	Performance descriptor	Marks awarded
High performance	<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 	4 marks
Intermediate performance	<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 	2–3 marks
Threshold performance	<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 	1 mark
No marks awarded	<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 	0 marks

Question 04 is an extended response question. They give students the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

0	1
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How useful is **Source A** to an historian studying Oliver Cromwell?

Explain your answer using **Source A** and your contextual knowledge.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Analyse sources contemporary to the period (AO3a)**
Evaluate sources and make substantiated judgements (AO3b)

In analysing and evaluating sources, students will draw on their contextual knowledge to question critically the content and provenance of the source (for example, the context of the time in which source was created, place, author's situation, knowledge, beliefs, circumstances, access to information, purpose and audience).

Level 4: **Complex evaluation of source with sustained judgement based on content and provenance** **7–8**

Extends Level 3.

Students may progress from a developed evaluation of the source by sustained, balanced judgements of the source supported by factual knowledge and understanding related to the enquiry point and the broader context of the thematic study.

For example, it is useful because this is how he was represented during his rule. He is presented as a military and saintly figure. He has tradition and the Bible on his side. As he's presented in a positive light, the source is useful as a piece of propaganda, showing his virtues, but we know that many of these images were destroyed after suggesting that subsequent rulers did not want his memory to be a positive one.

Level 3: **Developed evaluation of source based on content and/or provenance** **5–6**

Extends Level 2.

Students may progress from a simple evaluation of the source with extended reasoning supported by factual knowledge and understanding related to the enquiry point and the broader context of the thematic. This may evaluate utility either on the basis of content and/or provenance.

For example, it is useful because at the time it shows that people like Faithorne thought that Cromwell had done God's work in winning the Civil War and the results were the peace and order at his feet and his Protectorate was popular.

Level 2: Simple evaluation of source based on content and/or provenance 3–4

Students may progress from a basic analysis of the source by reasoning supported with factual knowledge and understanding.

For example, it is useful because it shows that Cromwell was held in high regard and seen as a saintly figure.

Level 1: Basic analysis of source 1–2

Answers may show understanding/support for the source, but the case is made by assertion/basic inference.

Students identify basic features which are valid about the source related to the enquiry point, for example, it is useful because it shows at the time they thought Cromwell had won the war he stands on the king and a snake.

Students either submit no evidence or fail to address the question 0

0	2
---	---

Explain the significance of the signing of the Magna Carta for the development of the rights of the British people.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:6)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:2)

Level 4: **Complex explanation of aspects of significance** **7–8**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed explanation of significance by explaining the relationship between aspects of significance, for example over time, supported by factual knowledge and understanding.

For example, it was significant at the time because the barons were pleased to have obtained agreement from the king of their rights. They renewed their oaths of allegiance to him. In the long term, the idea that everyone was entitled to a fair trial and justice was significant because its principles inspired many documents such as the Universal Declaration of Human Rights (1948) and the European Convention on Human Rights (1950).

Level 3: **Developed explanation of aspects of significance** **5–6**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple explanation of significance with developed reasoning considering **two or more** aspects of significance, supported by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s).

For example, it was also significant because the Magna Carta gave all freemen in the country the right to a fair trial. This meant they could not be treated unfairly in court and could expect justice.

For example, it was also significant because it meant the king had to seek advice and consent from the barons if he wanted to raise taxes, so this changed the relationship between the barons and the King, giving the barons power over the king.

Level 2: Simple explanation of one aspect of significance **3–4**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation of significance by simple reasoning of **one** of the identified aspects, supported by factual knowledge and understanding.

For example, the signing of the Magna Carta was significant for the nobles because it was a peace treaty between the nobles and the king and it meant that the King was also subject to the law of the land.

Level 1: Basic explanation of aspect(s) of significance **1–2**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students identify aspect(s) of significance, which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, because it was a treaty signed by the nobles and the King that brought peace between them.

Students either submit no evidence or fail to address the question **0**

0	3
---	---

Compare the Peasants' Revolt with the campaign for the People's Charter.

In what ways were they similar?

Explain your answer with reference to **both** the Peasants' Revolt and the campaign for the People's Charter.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

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

Level 4: **Complex explanation of similarities** **7–8**

Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed explanation of similarity by the explanation of the complexities of similarities arising from the broader historical context supported by factual knowledge and understanding.

For example, the way both the Peasants' Revolt and the Chartist movement were inspired at root by economic conditions. Support for Chartism varied with the prosperity of the working class and the Revolt was triggered by the excessive demands of the Poll Tax placed on a population reduced by the Black Death and unimpressed by the French wars it was paying for.

Level 3: **Developed explanation of similarities** **5–6**

Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple explanation of similarity with developed reasoning considering **two or more** identified similarities, supported by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s).

For example, also both the Peasants' Revolt and the Chartist movement involved the ordinary working people trying to improve their lives. They aimed to get the ruling classes to concede to their demands either for more freedom or a better voice in things that affected their lives.

For example, the Peasants' revolt and the Chartist movement had a strong economic element to their origin and support. The Peasants' revolt was prompted by high taxation and the Chartist movement gained and lost support depending on the prosperity of the working class.

Level 2: Simple explanation of one similarity **3–4**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation of similarity by reasoning supported with factual knowledge and understanding which might be related to, for example, **one** of the identified similarities.

For example, the fact that the Peasants' Revolt and the Chartist movement both failed at the time. The Peasants' Revolt was a failure as serfdom was retained. The Chartists did not achieve their goals either; men in the towns did not get the vote until 1867.

Level 1: Basic explanation of similarity/similarities **1–2**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students identify similarity/similarities, which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, the Peasants' Revolt and the Chartist movement both involved violence.

Students either submit no evidence or fail to address the question **0**

Question 04 requires students to produce an extended response. Students should demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

0	4
---	---

Has religion been the main factor in causing protest in Britain since Medieval times?

Explain your answer with reference to religion and other factors.

Use a range of examples from across your study of Britain: Power and the People: c1170 to the present day.

[16 marks]
[SPaG 4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

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

Level 4: **Complex explanation of stated factor and other factor(s) leading to a sustained judgement** **13–16**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Answer demonstrates a complex, sustained line of reasoning which has a sharply-focused coherence and logical structure that is fully substantiated, with well-judged relevance.

Extends Level 3.

Students may progress from a developed explanation of factors by analysis of the relationship between factors supported by factual knowledge and understanding.

For example, Religion has been a powerful factor in causing protest at certain times in history, such as in the case of the Pilgrimage of Grace, however other factors such as political reasons in the case of the Suffragettes, who wanted the right to vote, have become the main factor in causing protest in the modern era.

Level 3: Developed explanation of the stated factor and other factor(s) 9–12
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance.

Extends Level 2.

Answers may suggest that one factor has greater merit.

Students may progress from a simple explanation of factors with extended reasoning supported by factual knowledge and understanding which might be related, for example, to the identified consequences.

For example, religion was an important factor in causing protest in the Pilgrimage of Grace because they were angry about Henry VIII's break with Rome and the dissolution of the monasteries. Their religion was their way to heaven, therefore it mattered a lot. Many people in the north feared that baptism would be taxed and that the break with Rome meant they would not be able to practise their faith.

The role of decisions about economics was very important in causing protest. The decision to collect a Poll tax in 1381 led to revolt and Charles I's efforts to finance government without parliament all led to protests. Even the taxes of King John contributed to Baronial discontent as King John had nothing to show for it.

Level 2: Simple explanation of the stated factor or other factor(s) 5–8
Answer demonstrates specific knowledge and understanding that is relevant to the question

Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.

Students may progress from a basic explanation of factors by reasoning supported with factual knowledge and understanding.

For example, economic reasons caused the Peasants revolt, and caused dissatisfaction that led to the clash of Parliament and King in the 17th century. Although this conflict also had a religious aspect with the Puritans in Parliament. Groups like the suffragettes protested for political rights. The match girls were campaigning for better working conditions.

Level 1: Basic explanation of one or more factors **1–4**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.

Students recognise and provide a basic explanation which is relevant to one or more factors.

For example, religion was a factor in causing protest because one of the reasons for the Pilgrimage of Grace was the dissolution of the monasteries.

Students may provide a basic explanation of a different factor, such as people have also protested against unfair taxes, so economic factors can be important.

Students either submit no evidence or fail to address the question **0**

Spelling, punctuation and grammar

Performance descriptor	Marks awarded
High performance <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 	4 marks
Intermediate performance <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 	2–3 marks
Threshold performance <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 	1 mark
No marks awarded <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 	0 marks

Please write clearly in block capitals.

Centre number

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Candidate number

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Surname

Forename(s)

Candidate signature

GCSE HISTORY

Paper 2B/D: Restoration England, 1660–1685

Specimen Material

Session

Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:

- You **must** ensure you have the other optional question paper/answer booklet for the **Paper 2 Section A** topic you are entered for. You will have 1 hour 45 minutes to complete **both** papers.
- an Interpretations Booklet (enclosed).

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all four** questions.
- Do all rough work in this book. Cross through any work you do not want to be marked.
- You must answer the questions in the spaces provided. Do **not** write outside the box around each page or on blank pages.

Information

- The maximum mark for this paper is 40.
- The marks for the questions are shown in brackets.
- Extended writing is tested in Question 04.

Advice

- You are advised to spend 50 minutes on **Paper 2 Section A** and 50 minutes on **Paper 2 Section B**.

For Examiner's Use	
Question	Mark
01	
02	
03	
04	
TOTAL	



Extra space



Lined writing area with horizontal lines and the text "Extra space" near the bottom.

8

Turn over ►



A large rectangular box containing 25 horizontal lines, intended for writing.



There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

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GCSE HISTORY

Paper 2B/D: Restoration England, 1660–1685

Interpretations Booklet

Interpretation A for use in answering Question 01

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Interpretation A An interpretation of the Restoration. It depicts the entry of Charles II into London in May 1660. The picture was drawn for a children's story book in the 1960s.



END OF INTERPRETATIONS



GCSE

HISTORY

8145/2B/D

Paper 2B/D: Restoration England, 1660–1685

Mark scheme

Specimen Material

Version E1

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Step 2 Determine a mark

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An answer which contains nothing of relevance to the question must be awarded no marks.

Step 3 Spelling, punctuation and grammar (SPaG)

Spelling, punctuation and grammar will be assessed in question 04.

	Performance descriptor	Marks awarded
High performance	<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 	4 marks
Intermediate performance	<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 	2–3 marks
Threshold performance	<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 	1 mark
No marks awarded	<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 	0 marks

Question 04 is an extended response question. They give students the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

0	1
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How convincing is **Interpretation A** about the Restoration of Charles II?

Explain your answer using **Interpretation A** and your contextual knowledge.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Analyse individual interpretations (AO4a)**
Evaluate interpretations and make substantiated judgements in the context of historical events studied (AO4d)

Level 4: **Complex evaluation of interpretation with sustained judgement based on contextual knowledge/understanding** **7–8**

Extends Level 3.

Students may progress from a developed evaluation of interpretation by complex analysis of the interpretation supported by factual knowledge and understanding.

For example, the interpretation correctly shows support for Charles in 1660, although whether people were enthusiastic towards the king as implied by the interpretation or simply just desperate to avoid a slide into anarchy after the failure of the Commonwealth is a matter of debate. The presence of soldiers represents his dependency on the support of the military and the looming image of the church highlights that religion was going to be a major issue he would have to confront.

Level 3: **Developed evaluation of interpretation based on contextual knowledge/understanding** **5–6**

Extends Level 2.

Students may progress from a simple evaluation of the interpretation by extended reasoning supported by factual knowledge and understanding of more than one aspect of the interpretation.

For example, it is less convincing in that it suggests Charles II's Restoration was universally popular. In fact the country was divided politically, economically and around religion at the time of the Restoration. Charles actually owed his restoration to the advice and support of General Monck and the army.

Level 2: Simple evaluation of interpretation based on contextual knowledge/understanding **3–4**

Students may progress from a basic analysis of interpretation by reasoning supported with factual knowledge and understanding based on one aspect of the interpretation.

For example, it is convincing because it shows many people welcomed Charles in 1660. The election to the Convention Parliament in the spring of 1660 had seen a royalist majority elected and the republicans who had previously been in control were defeated.

Level 1: Basic analysis of interpretation based on contextual knowledge/understanding **1–2**

Answers may show understanding/support for interpretation, but the case is made by assertion/recognition of agreement.

For example, many people turned out to see Charles when he returned to England.

Students either submit no evidence or fail to address the question **0**

0 2 Explain what was important about the Navigation Acts for Restoration England. **[8 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

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

Level 4: Complex explanation of consequences **7–8**
 Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed explanation by extended analysis of the consequences of the stated development (the Navigation Acts) in the broader historical context (Restoration England). This is supported by factual knowledge and understanding.

For example, the Navigation Acts were not only important because they raised more for the government but because the Acts promoted the growth of the Royal Navy which secured Britain’s sea power. This, however, created tension with the Dutch which led to war.

Level 3: Developed explanation of consequences **5–6**
 Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple explanation by developed reasoning considering **two or more** of the identified consequences, supporting them by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s).

For example, the Navigation Acts were also important because they resulted in greater demand for a strong merchant navy, which in turn lead to the growth and quality of the Royal Navy.

For example the Navigation Acts generated more money for the government because of the high duties on goods, such as sugar, tobacco and cotton from the colonies.

Level 2: Simple explanation of one consequence **3–4**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation by simple reasoning of **one** of the identified consequences, supporting by factual knowledge and understanding.

For example, the Navigation Acts of 1660 and 1663 were important because they restricted how the colonies traded, which meant that all the benefits of trade were kept within the empire.

Level 1: Basic explanation of consequence(s) **1–2**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students identify consequence(s), which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, the Navigation Acts restricted how the colonies could trade.

Students either submit no evidence or fail to address the question **0**

0	3
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Write an account of the ways in which the Great Plague affected Restoration England..

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

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

Level 4: **Complex analysis of change/continuity(s/ies)** **7–8**

Answer is presented in a coherent narrative/account that demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed narrative of change/continuity(s/ies) with complex reasoning supported by a range of accurate and detailed factual knowledge and understanding. For example, an explanation of different impacts/ consequences of change in the broader historical context.

For example, in the short term, the plague made people’s lives terrible as many died and those that remained had to cope with the loss of loved ones and food was scarce; however, in the long term the plague was not so destructive and the population recovered quickly. People who had fled came back to London and new people came to London to take the jobs of those who had died. There was a sudden rise in the number of marriages and births, which meant the population recovered.

Level 3: **Developed analysis of change/continuity(s/ies)** **5–6**

Answer is presented in a structured and well-ordered narrative/account that demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple narrative of change/continuity(s/ies) with extended reasoning supported by a range of factual knowledge and understanding.

For example, the fact that the plague made people’s lives terrible. Many were shut in their homes and London became silent. Many people had to beg or steal food and money because the plague stopped trade. In most homes between one and three people died. Sometimes the whole family died. The plague destroyed the relationships within families because sick relatives, friends or servants were thrown onto the streets.

Level 2: Simple explanation of one similarity **3–4**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation of similarity by reasoning supported with factual knowledge and understanding which might be related to, for example, **one** of the identified similarities.

For example, the problem of epidemic diseases was endemic at this time and the Great Plague was an outburst of it which ravaged London in 1665. The court left London and trade between London and the rest of the country was suspended. About 200,000 died (including a quarter of the population of London).

Level 1: Basic explanation of similarity/similarities **1–2**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students identify similarity/similarities, which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, the Great Plague killed the poor people, but the rich people were able to leave infected cities, like London.

Students either submit no evidence or fail to address the question **0**

Question 04 requires students to produce an extended response. Students should demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

0	4
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'The main change that stately homes demonstrated was the new fashions of the Restoration period'.

How far does a study of **Bolsover Castle** support this statement?

Explain your answer.

You should refer to **Bolsover Castle** and your contextual knowledge.

[16 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

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

To support their answer students could include aspects of the site such as: location, function, structure, design, people connected with the site, how the site reflects culture, values and fashions of the time and how the site links to important events and/or developments of the specified period.

Level 4: **Complex explanation of causes leading to a sustained judgement** **13–16**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Answer demonstrates a complex, sustained line of reasoning which has a sharply-focused coherence and logical structure that is fully substantiated, with well-judged relevance.

Extends Level 3.

Students may progress from a developed explanation of causes by analysis of the relationship between them supported by factual knowledge and understanding of the site.

For example, Bolsover Castle did reflect the change in fashions of the Restoration period with its ornate and decorative style. The new Riding House and the rebuilding of the state apartments reflected both a change in culture and fashion. These new trends came over when Royalist supporters, like Cavendish returned to England. However, the rebuilding of parts of Bolsover Castle also reflected a more fundamental change. It was a way in which William Cavendish could emphasise his nobility and connections with the monarchy. The design of the new state apartments gave Cavendish the opportunity to display portraits of his ancestors. This was important because

he, like other exiles, was asserting his political position.

Level 3: Developed explanation of causes **9–12**
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance.

Extends Level 2.

Answers may suggest that one factor has greater merit.

Students may progress from a simple explanation of cause(s) to a developed explanation of causes by extended reasoning supported by factual knowledge and understanding of the site.

For example, another change that reflected Restoration fashion was that Cavendish also brought back with him the new tastes for Italian and French designs, as did many members of Charles' new court who also had been in exile. An example of this change in decoration was the interiors of the state apartments where the windows were inspired by vaulted rooms in Italian palaces.

For example when they returned from exile in France with the king, courtiers like Cavendish wanted to show off their skill for Ménage. He built the Riding House with a viewing hall so that he could show off his skills to his guests. This change reflected the French influence on culture because Ménage was a popular French art of horsemanship, which was associated with strong leadership and nobility.

Level 2: Simple explanation of cause(s) **5–8**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.

Students may progress from a basic explanation to a simple explanation of cause(s) by simple reasoning supported with factual knowledge and understanding of the site.

For example, the remodelling of Bolsover Castle meant it now had many rooms which demonstrated the new trend for symmetry and balance. This was a feature of the Restoration style of building. William Cavendish built the new state apartments in a part of the castle that had been ruined in the English Civil War. They showed a clear view through all the rooms and were a change that was in tune with Restoration fashion.

Level 1:	Basic explanation of cause(s)	1–4
	Answer demonstrates basic knowledge and understanding that is relevant to the question	
	Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.	
	Students recognise and provide a basic explanation of cause(s)	
	For example, in the English Civil War Bolsover Castle was ruined deliberately by Cromwell's men, so the owner had the opportunity to rebuild the Terrace Range in the fashion of the Restoration period.	
	Students either submit no evidence or fail to address the question	0