

Teaching Guide: AO1 and AO2 8 mark questions

Introduction

This guide is designed to give you a greater understanding of the six 8 mark AO1/AO2 questions featured on our exam papers. It will explore the general principles of progression in AO1/AO2 questions, and how the assessment objectives shape the mark schemes. The guide will also exemplify progression through the levels for each individual question. To illustrate the qualities seen at each level of response, we've selected student responses at each level and have provided accompanying written commentaries.

The questions we will focus on in this guide are:

- Question 5 period studies: 'Explain in what ways...'
- Question 3 wider world depth studies: 'Write an account...'
- Question 3 British depth studies: 'Write an account...'
- Question 2 thematic studies: 'Explain the significance of...'
- Question 3 thematic studies: 'Explain the two ways X and Y are similar'
- Question 2 British depth studies: 'Explain the importance...'

Please note that the essay style 12 and 16 mark AO1/AO2 questions are explored in a separate guide, as are the AO3 and AO4 style questions.

Assessment Objectives

The assessment objectives assigned to the 8 mark questions are AO1 and AO2.

AO1	Students need to 'demonstrate knowledge and understanding of key features and characteristics of the periods of history they have studied.'
AO2	Students need to 'explain and analyse historical events and periods using second-order concepts.'

AO1 and AO2 are normally tested together. This is because in order to substantiate explanation and analysis of historical events and periods using second-order concepts, students must use their knowledge and understanding of the key features and characteristics of the history they have studied. For this reason, AO1 and AO2 are equally weighted in the mark scheme for these 8 mark questions.

What the AOs mean in the classroom

Although the question stems and command words look different across the 8 mark AO1/AO2 questions, they all require students to demonstrate two common skills:

Identification	Stating or describing relevant aspects of the given second-order concept (eg changes), or knowledge that is relevant to the question
Explanation	Using extended reasoning and relevant knowledge to demonstrate an understanding of second-order concept. This may entail showing understanding of sequencing and connections.

Key principles used in the mark schemes

All mark schemes for the 8-mark questions share the same key principles when it comes to applying the generic levels of response.

Level 4 Complex thinking	<ul style="list-style-type: none">• Directly relevant to the question• Substantiated with evidence
Level 3 Developed thinking	
Level 2 Simple thinking	<ul style="list-style-type: none">• Implicitly relevant to the question• Partial substantiation
Level 1 Basic thinking	
No Credit	<ul style="list-style-type: none">• Not relevant

To exemplify how these two characteristics influence progression in responses to 8 mark AO1/AO2 questions, it may be helpful to think in terms of a commonly used writing structure, such as Point – Evidence – Explain (PEE).

- At a basic level (Level 1), students are able to identify material that is relevant to the question in the form of relevant point (P) or some relevant knowledge or evidence (E).
- At a simple level (Level 2), students can make a point (P) and support it with either evidence (E) or some further expansion (E) of the point. The understanding in the answer will remain implicit because the connection between the point and the evidence (E) are not made explicit through a relevant explanation.
- At a developed level (Level 3), students will make relevant points (P), and support one or more with explanation (E) and evidence (E) that directly addresses the issue in the question.
- Responses at Level 4 build on the qualities shown in developed (Level 3) responses by also showing complex understanding of the given second-order concept in their explanation/analysis.

How to recognise complex thinking in responses to 8 mark AO1/AO2 questions

As mentioned above, complex thinking at Level 4 is closely linked to the way students address the second-order concept in the question. As a result, complex responses will have different qualities depending on which second-order concept is the focus of the question:

- for 8 mark questions about cause and consequence, students commonly show complex thinking by differentiating the causes/consequences according to time, placing them in the broader historical context, and/or exploring the relationship between different elements of the issue in the question
- for the question about similarity, responses often show complex thinking by placing explanation of similarities in the broader historical context, for example by examining longer term motives/causes and/or consequences/impact, or by using understanding of the thematic factors to frame their explanation of similarities
- for 8 mark questions about change and continuity, responses often show complex thinking by differentiating aspects of change and/or continuity by time, place, and/or socio-economic position
- for the question about significance, responses may appreciate that significance can change over time in much the same way that interpretations of history change over time. An understanding of significance may be complex in appreciating that different people, in different places or with different backgrounds may view the significance of an event differently.

The above examples are not exhaustive, though they should help to illustrate potential ways of encouraging progression in your students.

Question 5 Period studies: 'In what ways...'

This 8 mark question targets change. The question will ask students to explain how a group or development was affected by a key event or development. Students need to support their points by using knowledge and understanding.

The responses below draw from *1A/B Germany 1890-1945...* and *1A/D America 1920-1973...* to demonstrate the qualities shown at each level of the mark scheme for this question type.

Question

Q5. In what ways were the lives of Americans affected by changes in popular culture after the Second World War?

Explain your answer.

[8 marks]

Level 1 response

June 2019 1A/D America, 1920-1972

Post WW2 America gave young Americans teenage years where they didn't have to go straight into work but could stay in school. This led to new fashions for rebellious teenagers being born in American culture.

At a basic level (Level 1), students will often provide knowledge or evidence that is relevant to the issue in the question. This response is therefore credited at Level 1 as the second sentence contains a relevant point regarding a change in popular culture for American teenagers in the 1950s. The first sentence is not made relevant to the issue in the question.

L1: 1 mark

Question

Q5. In what ways were the lives of young people affected by Nazi social policies?

Explain your answer.

[8 marks]

Level 2 response

June 2019 1A/B Germany, 1918-1945

One way was the change in what was taught to young people at school Nazis altered the education system so that more Nazi history was taught in a positive light. Jewish children were sent to a separate school from German children and were taught a different education.

Young boys and girls were taught different skills. Young boys would learn skills to prepare them for work and business whereas girls were prepared for motherhood and were taught cooking and cleaning.

At Level 2 students will demonstrate simple explanation and/or with some further relevant support, though explanations at this level often remain implicit to the question asked. This response is therefore credited at Level 2 because it describes two relevant changes to the education system (segregation and changes to the curriculum), with a simple level of knowledge and reasoning used to support both points.

L2: 4 marks

Question

Q5. In what ways were the lives of Americans affected by changes in popular culture after the Second World War?

Explain your answer.

[8 marks]

Level 3 response

June 2019 1A/D America, 1920-1972

Following the Second World War, American popular culture developed in 2 main ways . Firstly, the economic boom led a rise of consumerism and secondly young people as teenagers developed their own culture. One of the biggest changes in the lives of ordinary Americans was the popularity of TV, and the number of television's owned in America increased rapidly between 1945 and 1950. Televisions made entertainment cheaper to more people and at the same time saw more advertisements which made Americans want to buy more things.

Another area of change dominated by the young, increasingly known by the new term of "teenagers", was in music and fashion as young people used their increased spending power and new found freedoms to embrace new and rebellious trends such as Rock and Roll. This led to an increased divide forming between older and younger generations.

At Level 3 students are able to identify more than one change/affect, showing developed explanation with support at some point in the response. This response demonstrates these Level 3 qualities by identifying two relevant ways in which popular culture affected the lives of Americans in the 1950s - the 'rise of TV 'and 'teenagers'. Both points are supported by knowledge and explanation that is explicitly linked to the question.

L3: 6 marks

Question

Q5. In what ways were the lives of young people affected by Nazi social policies?

Explain your answer.

[8 marks]

Level 4 response

June 2019 1A/B Germany, 1918-1945

Young people were affected by indoctrination in the Nazi polices. The Nazis ran several effective campaigns to change the minds of young people to become future good German soldiers or mothers. There were changes within the classroom, with a new subject of Eugenics, to teach youngsters of the superiority of the Aryan race, and the inferiority of gypsies and Jews. Each day had one hour of sports and intense physical activity to improve fitness of boys to be good soldiers and to make girls fitter for child bearing. Outside of school, the Hitler Youth for boys and the League of German Maidens for girls, took their members for hikes and travel in the countryside as well as military drill and frequent sporting activities. All of this indoctrinated the minds of German youths to become very patriotic and to accept readily the Nazis' values.

However, not all youngsters were affected in the same way. Jewish children as well as children from other minority groups were discriminated against. They had to attend Jewish schools and were not allowed to interact with other non-Jewish children. They further were discriminated with being forced to wear a star of David so that they could easily be identified as Jews. Therefore, the lives of youths were greatly impacted by Nazi policies, but this occurred in different way according to the race of the children. Some youths went against indoctrination such as the Swing Youth and Edelweiss Pirates, who listened to jazz music banned by the Nazis and made fun of Nazi policies. However, these were a minority of youths and most were indoctrinated into the Nazi values. Therefore, whether young people were impacted by Nazi policies depended on their race as well as if they resisted indoctrination.

Responses at Level 4 most commonly progress from Level 3 qualities to demonstrate complex understanding of change. This response is therefore credited at top Level 4 because it identifies two relevant changes and explains them showing complex understanding of change.

Paragraph one shows developed reasoning (using PEE paragraph) on indoctrination, and paragraph two provides developed reasoning on the impact of Nazi policies on Jewish children and resistance groups. Complex thinking is shown in paragraph two, which recognises that the extent of impact varied between different social and racial group of young people.

L4: 8 marks

Question 3 Wider World Depth studies: 'Write an account...'

This question asks students to demonstrate an understanding of the sequence/connections of a specified event/issue and to analyse how the event/issue impacted on a wider development. In the wider world depth studies, the question will focus on cause and consequence.

The examples below draw from *1B/B Conflict and Tension in the Interwar years...* to demonstrate qualities shown at each level of the mark scheme.

Question

Q3. Write an account of how the aims of the peacemakers after the First World War led to disagreements in 1919.

[8 marks]

Level 1 response

2019 1B/B Conflict and tension, the Interwar Years, 1918-1939

Wilson Woodrow, the American leader, wanted peace between countries because America was not really affected by the war. France was most affected by Germany in the war, so the French wanted the punishments against Germany to be more violent.

Britain was affected during the war, but not as much as France, so we wanted punishments against Germany just not as violent as France.

This response identifies relevant knowledge about the aims of American, British and French leaders at the Paris Peace conference.

L1: 2 marks

Question

Q3. Write an account of how the aims of the peacemakers after the First World War led to disagreements in 1919.

[8 marks]

Level 2 response

2019 1B/B Conflict and tension, the Interwar Years, 1918-1939

Before the Paris peace conference, the war caused huge damage to countries like France and Britain. Because of this, the French leader, Clemenceau wanted Germany punished so heavily that it could never start another war. Lloyd George wanted territory and trade and Wilson and the USA wished it to fit their 14 points. As a result, this created disagreement as the treaty of Versailles was not good for any country.

It also created disagreement in Germany, and resentment against those that signed as the treaty was crushing to Germany's economy with reparations, but not enough to destroy them. This left people angry and feeling mistreated causing more disagreement over the treaty.

Responses at Level 2 are able to give a simple account by narrating the given event or issue in the question, often with only implicit or substantiated links to the wider development in the question. This response shows a simple understanding of sequencing by outlining what Clemenceau, Lloyd George and Wilson wanted for the treaty. Unfortunately, the second paragraph is not relevant to the aims of the peacekeepers and how the aims caused disagreements, and so does not add to the response.

L2: 3 marks

Question

Q3. Write an account of how the aims of the peacemakers after the First World War led to disagreements in 1919.

[8 marks]

Level 3 response

2019 1B/B Conflict and tension, the Interwar Years, 1918-1939

Lloyd George wanted what was best for Britain's Naval Empire, rather than every single country, resulting in discontentment with the League when it was working.

Clemenceau wanted Germany to be destroyed by the treaty. France lost lots of men and had many towns and buildings destroyed in the first world war, and when it ended Clemenceau was furious with them and wanted them punished so much that they would never hurt France again. This caused disagreements because the treaty included taking land from Germany and reducing their army to 100,000 men, which was what Clemenceau's wanted.

Woodrow Wilson's aim was world peace. He aimed to avoid conflict in settling disputes which lead to disagreement as George and Clemenceau wanted revenge on Germany for the damage done to France and for Germany to be crippled. This caused disagreement as this went against Wilson's fourteen points and the aims of the League of Nations. Wilson's aim was to disarm countries, as in the League of Nations wanted to discourage aggression

Responses are credited at Level 3 if they analyse one way in which the given issue led to the given development in the question. This response is therefore credited at Level 3 because after initially identifying a basic point in relation to Lloyd George and a simple implicitly relevant point about Clemenceau, it shows developed thinking is shown in the last paragraph, where the focus of the questions about disagreements is addressed with reference to Wilson and Clemenceau's different aims.

L3: 6 marks

Question

Q3. Write an account of how the aims of the peacemakers after the First World War led to disagreements in 1919.

[8 marks]

Level 4 response

2019 1B/B Conflict and tension, the Interwar Years, 1918-1939

The aim of Woodrow Wilson was to have a peaceful world. He believed in the 14 points which the other major leaders did not really agree to. For example, Woodrow Wilson thought it was best to have Germany return Alsace- Lorraine back to France, which George Clemenceau agreed with. But Wilson wanted all countries to disarm and he also didn't believe that Germany should take full blame for the war. This was something that they disagreed about, because Clemenceau disliked Germany after all the fighting and damage done to France in the war, and he blamed Germany for starting the war, whereas Woodrow didn't believe in just disarming Germany as it went against the idea of peace. He simply wanted for all nations to forgive and forget and move on. It is believed that his views are extremely idealistic.

David Lloyd George wanted Germany to suffer but not too harshly. He worried that the reparations would cripple Germany and would therefore not be able to trade with them anymore. He also didn't completely agree with Article 231 as he was worried the Germans would want revenge and would start another war. However, he did like the fact that he gained colonies as he could expand the British Empire. However, even though Clemenceau was thankful that France received Alsace-Lorraine back, he was still not completely happy. He wanted to make Germany pay reparations back because of the damage done to France in the war. This disagreed with Lloyd George who did not want to treat Germany harshly as he knew it could backfire, but he had to do what the British public wanted.

Responses at Level 4 for this question are able to analyse more than one way in which the event or issue led to the wider development. In the first paragraph of the response above, developed explanation is shown about how Wilson and Clemenceau disagreed at the Paris peace conference. The focus of the question is directly addressed and is supported with detailed knowledge about the aims of both men.

Level 4 marks are attained in the second paragraph, which focuses on the different aims of Lloyd George and Clemenceau, again directly addressing the focus of the question by contrasting their aims and explaining how they led to disagreements.

L4: 8 marks

Question 3 British depth studies: 'Write an account...'

Like its counterpart question on the wider world depth study paper, this question asks students to demonstrate an understanding of the sequence/connections in relation to an issue or development. As well as potentially focusing on cause and consequence, this question can also focus on change and continuity due to the nature of the history included in the British depth studies. However, the mark scheme operates in much the same way for both questions, as demonstrated below.

The examples below draw from *2B/D Restoration England* to demonstrate qualities shown at each level of the mark scheme for this question type.

Question

Q2. Write an account of the growth of trade and British colonies during the Restoration period.

[8 marks]

Level 1 response

June 2019 2B/D Restoration England

The growth of trade and British colonies during the Restoration period was important for Britain because trade and colonies made the country richer. Britain had many ships (called a navy) and they helped with trade.

Britain also set up colonies in other places like America and India, which meant that they helped to make the country strong.

This response identifies some relevant, but basic knowledge about British trade and colonies in this period.

L1: 2 marks

Question

Q2. Write an account of the growth of trade and British colonies during the Restoration period.

[8 marks]

Level 2 response

June 2019 2B/D Restoration England

During the Restoration period, people started to conquest other parts of the world and goods were transported from the new world. For example, the Hudson company in America transported gold and tobacco which was used as a medicine back home. Restoration England also took over colonies in India for example the colony in Bombay, which was given to England after the King married Catherine. This colony made a lot of money for Charles and Restoration England, and was an important because it helped them pay for more trade.

Much like the *Write an account* question on Paper 1, responses to this question at Level 2 are able to give a simple account by narrating the given event or issue in the question in an implicit or partially substantiated way. This response is credited at Level 2 as it is able to show simple understanding of the development of trade and colonies with reference to some supporting examples.

L2: 3 marks

Question

Q2. Write an account of the growth of trade and British colonies during the Restoration period.

[8 marks]

Level 3 response

June 2019 2B/D Restoration England

Trade grew largely in the Restoration period. This was largely because of British colonies such as India, America and others around the Caribbean region. In India, the East Indian Company ran the colony for Charles II. A lot of goods like tea, sugar, salt, and most importantly pepper were transported back to Britain where they were bought in a very high price. This increase of trade made the country and the crown wealthy as people had products to purchase and the government gained a lot of money by customs and duties.

Tangier was a failed colony that the British retreated. It was hoped to be an excellent colony but due to the lack of people to build the city and to defend it, along with endless attacks from local people, Britain retreated and left Tangier.

Overall there are some failures on British colonies, but during the Restoration period the growth of trade from many colonies benefited Britain a lot and made the country wealthier.

Responses are credited at Level 3 if they analyse one way in which the given issue(s) developed. In this response, a developed point is made in the first paragraph, as it addresses how colonies expanded and trade grew in the restoration period with relevant support, showing how this impacted on crown income. This lifts the response to Level 3. Some relevant detail about Tangiers is also identified, though this does not add to the response.

L3: 5 marks

Question

Q2. Write an account of the growth of trade and British colonies during the Restoration period.

[8 marks]

Level 4 response

June 2019 2B/D Restoration England

One of the effects of the growth of trade and British colonies was increasing the economy of Britain. Trade and the colonies brought back huge profits for Britain because a 200 acre plantation in the Caribbean could support a Duke in England. This huge advancement to the economy was multiplied by the Navigation Acts, which gave Britain even more of the profits as the goods had to come through England to be taxed. This meant that all the money from the colonies went to England. People in Bristol got rich from the sugar trade, and many used slavery on their plantations because they did not have to pay for labour. This had a major effect on the colonies and the growth in trade helped the British economy which increased significantly.

However, another effect of the colonies and trade was huge tension. Spain had large colonies in the Caribbean and to defend colonies like Jamaica Charles decided to use privateers who burned down Panama city (a Spanish controlled city) which can be seen as one of the reasons why Spain and Britain fought. Furthermore in North America Quakers and non-conformists were mistreated and Catholicism spread in other colonies, which angered parliament as Charles had let Catholics openly worship. Also, the British taking New Amsterdam from the Dutch and renaming it New York was one of the reasons for the start of the second Anglo-Dutch war. This means that the colonies and trade lead to conflict and tension throughout the period.

The response demonstrates two very well explained points that address the issue in the question with detailed supporting knowledge. The first point explains the domestic impact within Britain. The second paragraph shows an appreciation of the broader historical context by relating the issue of tension with Spain to religion and foreign policy, which is why the response is placed at the top of the level.

L4: 8 marks

Question 2 thematic studies: 'Explain the significance of...'

This question requires students to identify and explain the significance of a key event, development, person/group at the time and over time. Students need to support their points and explanation with knowledge and understanding relevant to the question.

The examples below draw from *2A/A Health and the people...* and *2A/B Power and the people...* to demonstrate qualities shown at each level of the mark scheme for this question type.

Question

Q2. Explain the significance of Islamic medicine and surgery.

[8 marks]

Level 1 response

June 2019 2A/A Health and the People

Islamic medicine and surgery was significant because they translated old texts which scripts on how to treat patients and help stop their illnesses. This meant that scripts could be read by people.

The response identifies a relevant point about translation of ancient texts, but does not expand on the point or offer supporting evidence.

L1: 1 mark

Question

Q2. Explain the significance of the General Strike.

[8 marks]

Level 2 response

June 2019 2A/B Power and the People

The General Strike was significant because when mine owners wanted to decrease wages by 13% and increase shifts, the government subsidised for them a year, but then the Samuel Commissions declared that wages should be decreased by 13.5% and shifts increased, many miners, around 800,000 went on strike. This was followed by the Trades Union Congress declaring a general strike.

It was also significant as the TUC called more people to strike, they began losing control, with the once peaceful protesters becoming more violent. The government passed an act to make them look like they were trying to overthrow the government, and some even wanted to eg, the communists. This led to the TUC secretly talking to the government and mine owners, as they didn't want to be seen as supporting the overthrowing of the government, so called off the strike later in 1926. This left many miners who eventually had to return to work, with some being 'blacklisted', unable to be reemployed.

Responses at Level 2 to this question demonstrate simple explanation of one or more aspects of significance, though struggle to explicitly link their answer to significance. This response exemplifies Level 2 because it takes the form of a narrative or description of the events of the General Strike. As such, while it includes secure knowledge, the response is only implicitly relevant to the issue of significance.

L2: 4 marks

Question

Q2. Explain the significance of the General Strike.

[8 marks]

Level 3 response

June 2019 2A/B Power and the People

The General Strike was significant as it was the first time that all the trade unions went on strike at the same time in support of the coal miners. Due to the post WW1 drop in the price of coal, mine owners lowered the wages and made them work longer hours, which made the miners and the Trade Unions Congress go on strike. This is significant as it showed unity between the trade unions and demonstrated how workers were willing to improve the rights of other workers through solidarity.

The general strike of 1926 was also significant because it failed. For example, the strike saw the government win against the strikers and saw none of their demands fulfilled. Instead they kept the same working hours and wages that they had before and the lead mining industry ceased to be subsidised.

Responses at Level 3 for this questions make points about significance and support them with explanation and evidence relevant to the focus of the question. This response was therefore credited at Level 3 as it shows developed explanation of two aspects of significance with good support.

It recognises two short term impacts of the general strike. The first paragraph explains that the unity of the miners was significant because it was the first time this had happened. The second paragraph explains how the failure of the strikes was significant.

L3: 6 marks

Question

Q2. Explain the significance of Islamic medicine and surgery.

[8 marks]

Level 4 response

June 2019 2A/A Health and the People

Islamic medicine and surgery was significant because it encouraged a lot of development in the time when medicine was thought to have stood still. Individuals such as Avicenna were of great importance. Avicenna wrote the 'canon of medicine' – a huge medical book that combined Greek and Roman medicine, as well as Islamic development into one large manual. Having been translated into different languages from Arabic, the 'canon of medicine' later became a standard textbook in many universities during the Renaissance, and was printed over 60 times in Europe in the nineteenth century alone, making it and Avicenna hugely significant to medicine's development.

Islamic medicine and surgery was also significant because they had many hospitals, which were much more advanced than the ones that the Christian church was setting up at the time. While the hospitals set up by the church in the middle ages only provided care, not cures, and turned away those with actual diseases, Islamic hospitals actually focussed on treating patients. The hospitals were clean, and in contrast the Christian ones, in which nuns and others provided the care, in Islamic hospitals actually had physicians treating the patients, and there is evidence of some being teaching hospitals. This is significant in that Islam's ideas on hospitals spread to Europe during the Renaissance through trade routes and passed on this knowledge.

Complex thinking at Level 4 is commonly shown in answers that are able to differentiate significance according to time in a substantiated way. This answer was therefore awarded full marks at Level 4 because it explains more than one aspect of significance and shows complex understanding of the significance of Islamic medicine over time.

Detailed knowledge is shown about the significance of Islamic medicine in relation to medical texts and the development of hospitals, with complex understanding of the long term significance to the Renaissance in Europe.

L4: 8 marks

Question 3 Thematic Studies: 'Explain the two ways X and Y are similar'

This question wants students to identify and explain two ways in which two groups, individuals or developments were similar.

The examples below draw from *2A/C Migration, empires and the people...* to demonstrate qualities shown at each level of the mark scheme for this question type.

Beginning with the 2020 examinations series, the wording of this question has been altered to encourage students to focus on the similarities between the given individuals/groups, events or developments. The student responses beginning on the following page are taken from the June 2019 papers and we have updated this question to reflect the new wording.

Question

Q3. Explain two ways in which Huguenot migration and Jewish migration to Britain were similar

[8 marks]

Level 1 response

June 2019 2A/C Migration, Empires and the People

The Huguenot's were French protestants who migrated to Britain because the French king would not let them follow Protestantism and were told they were not allowed to be Protestant. This is similar to the Jewish migration because they also were not allowed to study their religion and were targeted because they were blamed for an assassination.

At Level 1, responses are able to identify a relevant similarity or relevant knowledge that is pertinent to the question. This response is therefore credited at Level 1 as it is able to identify one similarity between the two groups. It identifies that both groups were persecuted for practising their religion.

L1: 2 marks

Question

Q3. Explain two ways in which Huguenot migration and Jewish migration to Britain were similar

[8 marks]

Level 2 response

June 2019 2A/C Migration, Empires and the People

In the 1700s French protestants called Huguenots migrated to Britain. They migrated after the French king Louis revoked their rights to be protestant and persecuted anyone that wasn't Catholic. Similarly, in the 19th Century Jews migrated from the Russian empire after the Orthodox Christians rulers started to persecute them for their religious beliefs.

Once they arrived both groups found themselves integrating and a lot became influential figures in society with high paying jobs. The first man in charge of the national bank was Jewish. Although they became members of society they both faced a lot of opposition to their arrival with many not wanting to let them in.

Responses at Level 2 commonly identify at least one relevant similarity with some further support. This response is therefore credited at Level 2 because it is able to identify two similarities (both groups suffered persecution and were denied the right to practise their religion). Simple explanation is shown in the first paragraph, with evidence from both groups is used to support the point.

The second paragraph identifies a similarity about integration, but only offers evidence from one group, not both.

L2: 4 marks

Question

Q3. Explain two ways in which Huguenot migration and Jewish migration to Britain were similar

[8 marks]

Level 3 response

June 2019 2A/C Migration, Empires and the People

The Huguenots and Jewish migrants were similar as they both fled to Britain to escape persecution due to their religion. The Huguenots fled from France as they were protestants in a Catholic country. Whereas the Jews fled from all over Europe as they were unpopular due to their religion. Both groups believed to be safer in Britain.

Both groups were very skilled and brought new jobs and opportunities to the country. The Huguenots were skilled glass makers and silk makers which increased jobs and brought in new trading potential. The Jews were skilled poets and writers and businessmen. Both groups brought new skills and connections to benefit the country.

This response identifies two relevant similarities and demonstrates developed explanation with appropriate support.

In the first paragraph the response offers a developed explanation of one similarity. It identifies that both groups fled persecution, providing evidence about the circumstances in their home countries and explains that both groups felt that they would be safer in Britain. The second paragraph explains in a simple manner that both groups brought skills and opportunities to Britain.

L3: 5 marks

Question

Q3. Explain two ways in which Huguenot migration and Jewish migration to Britain were similar

[8 marks]

Level 4 response

June 2019 2A/C Migration, Empires and the People

One way in which the two examples of migration were similar is that both the Huguenots and the Jews were forced to emigrate due to their religion. In 1685, King Louis XIV of France revoked the Edict of Nantes, stripping the protestants in France of their freedom. Fearing for their lives, 40,000 to 50,000 Huguenots migrated to Britain, a protestant country. Similarly, during the 1880s, Jews face huge discrimination in Russia mainly as a result of the death of Tsar Alexander II being blamed on them. Thousands were persecuted and many faced pogroms (violent attacks) and so, due to their religion, they were forced to migrate to Britain.

Another way in which the two examples of migration are similar is that both groups integrated in the British society. When the Huguenots arrived in Britain, they also worshipped Protestantism and many were prosperous merchants who had strong trade links with the Netherlands. Another example of them integrating through economic measures was the fact that The Bank of England was set up by a man from a Huguenot family. In a similar manner, despite facing some discrimination, the Jews were also able to integrate into British society. This is illustrated by the creation of the Jewish Free School which tried to accept as many Jews as possible. Furthermore, there were already some Jewish communities established, such as in Liverpool, which made integration easier.

Responses at Level 4 for this question are able to place one or more of their explanations of similarity in the broader historical context. This is most commonly seen in responses that address a wider chronology in terms of motives/causes and/or impact, or students who use their understanding of the thematic factors to frame the identified similarities. This response was therefore credited at Level 4 because, after developing an explanation in the first paragraph based on their similar motives for migrating to Britain (fear of religious persecution), the second paragraph identifies a similarity in the way they integrated well into British society in the long term. There is also a subtle grasp of the arrival of Jews in late nineteenth and early twentieth century Britain by noting they were 'facing some discrimination', but it is the recognition that there were established Jewish communities which consolidates the view that this is a broader perspective and merits Level 4 marks.

L4: 7 marks

Question 2 British Depth Studies: 'Explain the importance...'

This question asks students to consider the importance of an event, group, individual or development. It can encompass second-order concepts such as consequence, causation, change and/or continuity. Students will need to explain the importance of an event, group, individual or development using relevant supporting knowledge and understanding.

The examples below draw from *2B/C Elizabethan England...* to demonstrate qualities shown like at each level of the mark scheme.

Question

Q2. Explain what was important about the Catholic Plots against Queen Elizabeth I.

[8 marks]

Level 1 response

June 2019 2B/C Elizabethan England, c1568-1603

During Elizabeth's reign religion was a big problem. Elizabeth was a Protestant, but there were many Catholics in England at that time.

There were many Catholics plots against Elizabeth during her reign. In some plots against Elizabeth, English Catholic noblemen plotted to kill Elizabeth and put Mary Queen of Scots on the throne instead.

Responses at Level 1 are able to identify relevant points relating to importance or provide information about the given issue in the question. This response is therefore credited at Level 1 because it shows relevant knowledge about the intention to replace Elizabeth with her cousin, Mary Queen of Scots.

L1: 1 mark

Question

Q2. Explain what was important about the Catholic Plots against Queen Elizabeth I.

[8 marks]

Level 2 response

June 2019 2B/C Elizabethan England, c1568-1603

One plot against Elizabeth was the Ridolfi plot where the Duke of Norfolk was to marry Mary and they were going to get rid of Elizabeth. However, the plot failed and Norfolk was executed. Even though it failed, it still posed a threat to Elizabeth and the throne because if it had been successful Elizabeth would have died and Mary would have taken over.

Another plot was the Babington plot when Catholics were still unhappy and wanted Mary to be Queen but also showed the threat to Elizabeth.

Responses at Level 2 show simple explanation of importance with some relevant support, though explanation at this level struggle to progress beyond implicit or generalised explanation. This response demonstrates Level 2 qualities, as attempts to explain of the importance of the Ridolfi plot with some relevant supporting detail in the first paragraph, though the explanation is implicitly relevant to the question. Basic knowledge of the Babington plot is then shown in the final sentence.

L2: 3 marks

Question

Q2. Explain what was important about the Catholic Plots against Queen Elizabeth I.

[8 marks]

Level 3 response

June 2019 2B/C Elizabethan England, c1568-1603

The Catholic plots during Elizabeth reign included the Ridolfi plot in 1571, Throckmorton plot in 1583 and the Babington plot in 1586. They were important for 2 reasons.

Firstly they were important because it shows the threat of Mary Queen of Scots. Mary was a devout Catholic and became a figurehead for angry Catholics to rally around, who wanted Protestant England to return to Catholicism. The Ridolfi plot in 1571, led by the Italian banker Ridolfi was shortly after the excommunication of Queen Elizabeth from the Catholic Church. It involved Mary being freed, then marrying the Duke of Norfolk, so they could produce a rightful heir and successor to the throne. This threat never happened, and some argue Ridolfi was actually working for Francis Walsingham.

However later threats became more significant as both the Babington plot and Throckmorton plot involved foreign intervention, where France, Spain and the Pope's army would join in. This was extremely important because it showed the rising tensions between Protestant England and Catholic Europe. In addition, the Babington plot and Throckmorton plot involved a direct challenge to Elizabeth's life. This promoted the Bond of Association act in 1584, an important act due to the plots that said anyone who challenge the Queen's life would be sentenced to death. These plots saw Elizabeth sentence her own cousin, Mary Queen of Scots to death on 8 February 1587 after being caught as being directly involved in the Babington plot by Francis Walsingham.

The response identifies and offers developed explanation of two points.

The point about the threat Mary posed shows developed reasoning, explaining that she became a 'figurehead'. The point is well-supported with relevant knowledge and understanding and the explanation is explicitly linked to the question.

The second point is perhaps not as successful. It shows some good knowledge and understanding, referring to the 'Bond of Association' in 1584 as a response to threats to Elizabeth's life, though drawing no conclusions from this.

L3: 6 marks

Question

Q2. Explain what was important about the Catholic Plots against Queen Elizabeth I.

[8 marks]

Level 4 response

June 2019 2B/C Elizabethan England, c1568-1603

Firstly, the Catholic plots against Queen Elizabeth were important as they challenged Elizabeth's rule and the Protestant religion. Mary, Queen of Scots was a Catholic Queen with a right to the English throne, hence she was vital to a lot of the Catholic plots which wished to replace Elizabeth with her. For example, the Babington plot this was important as, although it failed, it led to the execution of Mary Queen of Scots. The failure of several Catholic plots against Elizabeth were important as they made foreign powers like Spain realise that, in the long term, only an invasion would remove Elizabeth and return England to Catholicism. In the short term the plots created tension as Elizabeth's rule was questioned.

Additionally Catholic plots were important as they created suspicion around Catholics. This was important as Elizabeth made new laws which restricted their rights, to reduce the chance of rebellions. For example, Elizabeth introduced a law meaning Catholics couldn't move more than 5 miles away from their home and another law banning Catholic priests from arriving in England which could be punishable by death. In the short term this caused increased suspicion of Catholics in the long term during the Spanish Armada Catholics were severely persecuted and the laws restricting them tightly regulating them which limited the rebellions and took away their power and freedom and gave Elizabeth more control.

This response contains two developed explanations, 'with complex thinking shown in this particular instance by the way the answer attempts to differentiate between short- and long-term importance'.

Firstly, it suggests that the plots represented a challenge to Elizabeth's rule and their failure contributed to the sanctioning of an Armada.

The second point is about suspicion around Catholics. It has good knowledge about how Elizabeth responded to this threat and suspicion, with the conclusion, that it led to Elizabeth having more control. The answer sometimes battles with the concept of long and short term which isn't completely successful, but does show complex reasoning by demonstrating an understanding of the broader context and therefore accesses lower Level 4. The framing of the answer in terms of long- and short-term importance can be one way of gaining level 4 marks. There are other complexities that could be explored which are alluded to here in terms of the internal and external impacts of the plots.

L4: 7 marks