

# Teaching Guide: AO1 and AO2 extended response questions

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## Introduction

This guide is designed to give you a greater understanding of the four AO1/AO2 extended response 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 scheme. The guide will also exemplify progression through the levels of the mark-scheme 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 those which require an extended response:

- Question 6 period studies: the 'bullet point' question for 12 marks
- Question 4 wider world depth studies: 'How far do you agree...' evaluative question for 16 marks + SPaG
- Question 4 thematic studies: 'factors question' for 16 marks + SPaG
- Question 4 British depth studies: 'How far do you agree...' historic environment question for 16 marks

Please note that the 8-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 extended writing 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 always equally weighted in the mark schemes for these extended response questions.

## What the AOs mean in the classroom

Much like the 8-mark AO1/AO2 questions, these extended response questions require students to use the common skills of identification and explanation. However, as the extended response questions also require students to come to a substantiated judgement about relative importance, students will also use the skill of evaluation in higher level responses:

Identification	Stating or describing relevant aspects of the given second order concept (e.g., causes), 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 show understanding of sequencing and connections.
Evaluation	Reaching a balanced, relevant, and substantiated judgement about relative importance.

## What does are the key principles of progression in extended response AO1/AO2 questions?

In order to demonstrate progress from the lower levels to higher levels, students must:

- substantiate explanations and analysis with relevant evidence
- direct explanation and analysis to the issue in the question.

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

## Realising potential

To exemplify how these two characteristics influence progression in responses extended response 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 leading to a substantiated judgement..

## What does a substantiated judgement look like?

Level 4 of the mark scheme requires complex thinking that leads to a substantiated judgement. That means that a judgement is and should be substantiated or sustained by reasoning and knowledge and understanding. In other words, this is not merely stating a preference; a judgement at Level 4 will require one or two sentences in which reasoning is provided and support is shown for the judgement.

Judgements often occur when students try to explore the relationship between two or more causes/changes/consequences/factors (depending on the question) in order to evaluate what was more important to the issue or development presented in the question.

Judgements may occur at any point in a student's response. They can be present throughout a response, but typically judgements will occur at the end of an answer after two or more developed explanations have been made.

## Spelling, Punctuation and Grammar (SPaG)

All GCSE History specifications are required to assess students' spelling, punctuation and grammar (SPaG). There are normally eight marks available for this across the qualification as a whole (four marks on the Wider World Depth Study essay question and four marks on the factors essay in the Thematic Studies). You will notice in our mark schemes there is a separate mark scheme for SPaG as it is assessed separately.

## Question 6 period studies: the 'bullet point' question

This 12-mark question targets causation, consequence, change and/or continuity.

This 'bullet point' style question asks students to evaluate two named bullet points in relation to a given issue. In order to answer the question, students will need to use relevant knowledge and understanding to support their explanations and evaluation of both bullet points. The responses below are from *1A/D America 1920-1973...* to demonstrate the qualities shown like at each level of the mark scheme for this question type.

### Question

04 Which of the following was the most important reason why the American economy improved after the Depression:

- New Deal Policies
- the Second World War

Explain your answer with reference to both bullet points.

[12 marks]

### Level 1 response

#### June 2019 1D America, 1920-1973

The New Deal policies like the alphabet agencies were important because they helped the economy. President Roosevelt did lots of fireside chats over the radio which everyone listened to. These chats made everyone feel more reassured.

The Second World War had a big improvement on the economy, because it gave people more jobs in factories and as soldiers because of the war and fighting.

Overall, I think the economy improved greatly because of the Second World War.

At a basic level (Level 1), students will often provide to provide knowledge or evidence relevant to the given bullet points and/or the issue in the question. This is therefore credited at Level 1 as it identifies that a policy relating to the New Deal and that the Second World War created jobs. There is some knowledge about Roosevelt's fireside chats, but it's not relevant to the question. A judgement is provided, though no further reasoning is shown so it remains asserted.

L1: 2 marks

04 Which of the following was the most important reason why the American economy improved after the Depression:

- New Deal Policies
- the Second World War

Explain your answer with reference to both bullet points.

[12 marks]

## Level 2 response

### June 2019 1D America, 1920-1973

Roosevelts “New Deal” was one important reason for America’s economic improvement. It raised taxes for the rich, making more government money available to loan, which was given to support farmers and factories. This meant America was producing again. In addition to this, the government officially backed 5000 banks which had failed in the depression, which gave confidence back to the American people and this helped to improve the economy

The Second World War was a huge factor also as it meant other countries were in desperate need of America’s produce because of the damage done in the war, giving more jobs than ever to factory workers and farmers as demand for their products sky-rocketed, giving people more money to support themselves than previously possible.

In conclusion, I find the Second World War to be the more important reason for America’s economic increase after the depression as it created thousands of jobs as well as brought money back into the country.

At Level 2, students will provide simple explanation in relation to one or both of the bullets. Evidence may be provided for both bullet points, but explanations remain implicit to the ‘tail’ or focus of the question. This response is a good example of a Level 2 response as it explains both bullets in a generalised manner. The conclusion repeats the point made in the second paragraph, and provides an asserted rather than a substantiated judgement.

L2: 5 marks

04 Which of the following was the most important reason why the American economy improved after the Depression:

- New Deal Policies
- the Second World War

Explain your answer with reference to both bullet points.

[12 marks]

## Level 3 response

### June 2019 1D America, 1920-1973

I believe that both the New Deal and the Second World War play a part in the improvements in the American economy following the Depression however the New Deal was the more important factor. The New Deal was introduced by F.D.R as an attempt to reform Americas economy and repair the damaged caused by the Wall Street Crash of 1929 and subsequent Depression. To do so the new Democrat Government aimed to move away from the Laissez Faire policies of the 1920s Republican Governments and towards greater Government involvement. A key part of the New Deal was investment in public works such as dams and other infrastructure, this was intended to generate employment and give people an improved income which would boost the economy. The New Deal also aimed to curb the dangerous banking practices such as granting loans to those unable to afford the repayment which had led to the financial crash, to do so upon his election Roosevelt closed all the banks to allow checks to occur with only those that passed being allowed to reopen.

The Second World War helped grow America's economy due to the demand for munitions. This led to massive growth in the USA's industrial growth output and ensured a high employment rate. As a result of the influx of money from arms sales and the increased spending power of the population, America during and after the war saw a massive economic boom which recovered the economy to its pre-Depression prosperity.

Overall, it was the New Deal which brought the USA out of the Great Depression and stabilised the economy. Therefore, had the New Deal not occurred the benefits of becoming the 'arsenal of democracy' may have been significantly lessened.

Reponses at Level 3 must address both bullet points and demonstrate developed explanation at some point in the response. In some cases, Level 3 responses can demonstrate some imbalance in the quality of explanation for each point, which is why this response is credited at low Level 3. It addresses both bullet points and shows developed explanation of the impact of the New Deal. The Second World War is addressed in a simple manner, and would be improved with further supporting evidence. The judgement in the concluding paragraph is asserted meaning that the answer remains in Level 3.

L3: 7 marks

04 Which of the following was the most important reason why the American economy improved after the Depression:

- New Deal Policies
- the Second World War

Explain your answer with reference to both bullet points.

[12 marks]

## Level 4 response

### June 2019 1D America, 1920-1973

The New Deal had a major impact on America as Roosevelt did more in his first Hundred Days than Hoover had in his whole presidency. Roosevelt introduced alphabet agencies that involved industry, farmers, unemployed, and land. The alphabet agencies got people back out to work and gave them a reason to get out of bed in the morning. Another thing Roosevelt did was the Emergency Banking Act which resulted in some banks in America re-opening Roosevelt's alphabet agencies, which meant nearly everyone could get back to work. He created the PWA which got skilled workers back out there, the WPA which employed photographers, writers and artists. Despite the fact there wasn't an alphabet agency for women directly, all of them employed women. Even though Roosevelt was criticised for things like the AAA and NRA; they really did have a positive impact on the American economy.

The Second World War had a positive impact on the American economy because it basically pulled America out of Depression. This got everyone back out to work as large industries were making things like planes and smaller industries were making ammunition. American farmers also prospered as they were making 50% of the world's food as they were so far away that they couldn't be attacked on the mainland. America was very prosperous after World War Two due to lend lease, in which the loaned countries like Britain, France, Russia and China over \$50 billion worth of equipment and weapons. The countries didn't have to pay for anything that was destroyed. Overall, both the New Deal policies and the Second World War had a positive impact on the American economy after the Depression.

However, I believe that the Second World War is more important as this rebuilt America's workforce and basically pulled them out of Depression. The New Deal policies were starting to fail by 1939 so the war started at the right time in regards to the American economy the Second World War made America rich.

Responses at Level 4 must include complex thinking in the form to include a substantiated judgement. This is most commonly seen in answers that explored the relationship or interaction between the bullet points in order to come to a judgment about their relative importance. In this response there is a developed explanation of both bullets and then complex understanding shown in a brief concluding relational judgement, supported with some reasoning.

L4: 10 marks

## Question 4 wider world depth studies: 'How far do you agree...' evaluative question

This 16 mark question will take the form of a statement which asks students to evaluate the relative importance of a stated cause/consequence against other factors. Students will need to support their evaluation with relevant knowledge and understanding. The question can target cause, consequence, change and/or continuity.

It is worth noting that there are an additional four marks available for spelling, punctuation and grammar (SPaG). The SPaG is assessed separately and has its own mark scheme to accompany it.

The responses below draw from *1B/D Conflict and tension in Asia 1920...* to demonstrate the qualities shown like at each level of the mark-scheme for this question type.

### Question

04 'The division of Korea after the Second World War was the main cause of the Korean War'.

How far do you agree with this statement? Explain your answer.

[16 marks + 4 SPaG]

### Level 1 response

#### June 2019 Conflict and tension in Asia, 1950-1972

I feel that the fact that Korea was divided after WW2 was a big contributing factor that came into the Korean War, however it was not the most important cause of the of the war. For instance, you could say that America wanting to make all of Korea capitalist played an even bigger part in the Korean War, because America saw the division as an opportunity to turn it capitalist.

Furthermore, it could be argued that Russia and China's involvement in the war was the defining factor of it. This was an important factor in the war as America could have easily beat Korea if Russia or China hadn't got involved. However Russia and China's involvement increased the tension and hostility of the war as it made it much more serious for all of these countries. America knew the water would be higher and so they upped their game, as did North Vietnam as the war got more serious. But, if Russia or China had stayed out of the war all together, it would have been much easier and quicker for America to turn all of Korea capitalist.

A final contributing factor was the Truman Doctrine, this was very significant as it stated that America would aid any country under the threat of communism. This allowed America to prevent the spread of communism more as well as increase in numbers.

However, some may agree with the statement of there never would have been a fight between countries over what should happen to Korea next if it hadn't been divided in the first place. Without the division of Korea there would have been no war, as America wouldn't have seen the opportunity to turn Korea capitalist.



## Realising potential

In conclusion, I feel that the division of Korea was not the main contributing factor of why the Korean War happened, as America saw an opportunity to spread their views, this could have happened to any country and so I believe America's thirst for capitalism was a more significant fact.

The response is well written, however, when you read the response carefully, it only provides a number of generalised, basic points in regards to communism and capitalism. It shows a basic understanding of the Truman Doctrine, but does not offer any specific evidence to support the points about communism. It acknowledges the stated factor briefly in the penultimate paragraph, but does not offer much in the way of evidence or explanation linked to the question.

L1: 4 marks +3 SPaG

04 'The division of Korea after the Second World War was the main cause of the Korean War'.

How far do you agree with this statement? Explain your answer.

[16 marks + 4 SPaG]

## Level 2 response

### June 2019 Conflict and tension in Asia, 1950-1972

I completely agree with the statement because it was all fear of communism. When China became communist the US president come up with this idea 'domino theory'. Domino theory was that if the country fell the others will follow it to so this became a big argument which ended up with the war of Korea. When there were fights between South and North Korea the North was stronger and started to invade across the 38<sup>th</sup> parallel which then caused the UN to send troops to back up the North and when China saw that the South almost invaded the North they sent 50,000 troops which were volunteers to help them bring back the South Korean and US soldiers to the 38<sup>th</sup> parallel.

At Level 2, students are able to show some simple explanation of one or more reasons with some further relevant support. This response is credited at Level 2 because it gives several implicitly relevant explanations of factors that caused the Korean War, citing reasons such as the 'fear of communism'. There is some simple reasoning shown. The answer does not deal with the stated factor (the division of Korea after the second world war), but is still able to access mid-Level 2 with its simple explanations of other factors.

L2: 6 marks +3 SPaG

04 'The division of Korea after the Second World War was the main cause of the Korean War'.

How far do you agree with this statement? Explain your answer.

[16 marks + 4 SPaG]

## Level 3 response

### June 2019 Conflict and tension in Asia, 1950-1972

It could be argued that the division of Korea after the Second World War was the main cause of the Korean War. Korea before the Second World War was under the control of Japan. After Japan suffered a humiliating defeat, Korea was split across the 38<sup>th</sup> parallel. The North of Korea was liberated by the USSR whereas the South of Korea was liberated by the USA. The division of Korea could be seen as a major factor due to the fact that the division indicated that there was territory to be won. Therefore, it could be argued that the division of Korea after the Second World War was the main cause for the Korean war as the division rose tension between the two sides.

On the other hand, it could be argued that US policies were the main cause of the Korean War. In 1947, the Truman Doctrine made it explicitly clear that America would do everything in its power to prevent vulnerable countries from falling in to Communism. Furthermore, the Containment policy aimed to minimise Communism. It could be argued that the US policies are a major factor and is more important as a cause than the division of Korea because US policies gave motive to the USA to liberate the South of Korea and intervene.

Furthermore, another factor which could be argued to be the main cause of the Korean War was the conflicting tension between Communist and Capitalist ideals. Both USA and the USSR were superior in terms of battle strength to most nations, however their conflicting ideals and hunger for dominance was emphasised during the war. The US were worried about the Domino Theory and Sino-Soviet treaty gave even more power to the USSR and Communism in Asia. It could be argued that this is a major factor in comparison to the division of Korea as although tension brewed over the division, the tension was already relatively high in the first place.

In conclusion, I believe that the division of Korea is the least important cause to the Korean War. I believe that the conflicting tension between Communism and Capitalism is the most important cause as it caused both US and the USSR to act for dominance.

This response is credited at Level 3 because it gives a developed explanation of the stated cause plus two other factors: US policy of containment; and the Cold War rivalry between the ideologies of East and West. The answer remains in Level 3 because the conclusion is not very well-reasoned, and the judgement is asserted rather than substantiated.

L3: 12 marks + 3 SPaG

04 'The division of Korea after the Second World War was the main cause of the Korean War'.

How far do you agree with this statement? Explain your answer.

[16 marks + 4 SPaG]

## Level 4 response

### June 2019 Conflict and tension in Asia, 1950-1972

I agree to an extent with this statement because the division of Korea after the Second World War divided Korea into a Communist North led by Kim Il Jung and being helped by the USSR and Capitalist South Korea led by Syngman Rhee and helped by the USA divided along the 38th parallel. This division caused many people to want a reunified Korea. Kim Il Sung was a dictator who wanted Korea to be reunified under Communist and to be led by Kim and due to this he invaded South Korea and started the initial conflict and war. It could be argued that all the conflict could have been avoided if Korea remained united and Kim Il Sung was given no form of power.

On the other hand it could be argued that the war started because of America and the UN. This is because America wanted to stop the Domino Theory, which was the idea that if one country falls to Communism the neighbouring countries would also fall to Communism. America was also determined to not only contain Communism but to convert Communist countries into Capitalists (rollback). They were further motivated by the Truman Doctrine which was a response to Communist Expansion by the USSR. Furthermore, UN worked to prove that it was a competent group (and not a failure like the League of Nations) and they could have done this by stopping the conflict and invasion of South Korea, but could not go ahead with this as the USSR boycotted the UN and therefore they couldn't veto the decision. Therefore it could be argued that it was because of America's desire to control Communism in the East and the UN's desire to prove itself was the main cause of the Korean War.

It could also be argued that it was China's and the USSR's fault for the main causes of the war. When the soldiers from America and the UN landed at Inchon and attacked the North Korean soldiers from behind at Pusan and then pushed the North Koreans back to the Chinese border and were about to rollback. However, China got involved as it was afraid of rollback and the leader of China: Mao Tse Tung felt pressed by the Sino-Soviet treaty of friendship that he had to stop America. China therefore helped North Korea, and also got help from the USSR through thus providing medical care, materials and most prominently– MiG-15 fighter jets. The Soviet pilots also flew aircrafts in North Korea and Chinese markings. Therefore, it could be argued that due to China and USSR's involvement the Korea War became a proper war as if they didn't influence the war would have been over shortly, swiftly and efficiently in less than a year.

In conclusion, the biggest reason for why the Korean War began was because of the Fear of the Domino Theory and the Truman Doctrine, which caused Korea to be split into two and cause North Korea to invade South Korea which triggers the other events. Therefore if there hadn't been such a stigma and fear around Communism by America the Korean War could have been avoided altogether.

The response provides developed explanation of the stated factor, the division of Korea, and other factors, namely the role of America, USSR and China. The response also supports the explanations with detailed knowledge and understanding of each factor. While students will often include their judgements in a concluding paragraph, this is an example of a response where there are substantiated judgements throughout the answer, with a clear line of argument that leads to a reasoned, convincing conclusion.

L4: 16 marks + 4 SPaG

## Question 4 thematic studies: 'factors question'

This 16 mark question will ask students to evaluate one factor against other factors in the form of a statement. For each thematic option, a list of relevant factors is listed in the specification.

As with the other extended writing questions, students will need to support their evaluation with relevant knowledge and understanding. Due to the broad nature of the factors question, students are required to draw on examples from three out of the four parts of the specification.

It is worth noting that there are an additional four marks available for spelling, punctuation and grammar (SPaG). The SPaG is assessed separately and has its own mark scheme to accompany it.

The responses below draw from all three thematic studies to demonstrate the qualities shown like at each level of the mark-scheme for this question type.

### Question

04 Have economic resources been the main factor in the development of empires?

Explain your answer with reference to economic resources and other factors.

Use a range of examples from across your study of Migration, empires and the people: c790 to the present day.

[16 marks + 4 SPaG]

### Level 1 response

#### June 2019 Migration, Empires and the People

I think that economic resources have been the main factor in development of empires. Economic resources are significant because of trade between countries which causes the development of empires because it increases and initiates alliances between countries and encourages countries and empires to spread and colonise different areas.

Colonisation is a main reason how people can develop empires as economical reasons such as increased harvest and resources on the area colonised can help grow an empire, lack of economic resources on the area that is doing the colonising elsewhere can be an economic reason why the empire needs to grow such as not having enough resources or not having a large enough harvest to survive and feed people, this causes an empire to grow and develop.

Trading companies such as the East India company help to expand trade and grow the amount of resources an empire has, this will expand and increase the power the empire has. If the empire has more resources, more allies, more ways to trade and more money then it will increase power and allow for development.

For example trading such as trading wool with Antwerp would show how trading routes had expanded and how trade can be used in specific times to exchange valuable items in areas which would expand your empire.

Basic (Level 1) responses can provide relevant examples and/or make generalised points that are relevant to the question. This response has therefore been credited at Level 1 as it recognises and provides a basic explanation of the named factor (economic resources), showing a basic understanding of how trade links and the need for resources can contribute to the development of an empire, with some further basic knowledge demonstrated about the East India Company. However, the response is generalised, and only addresses the given factor.

L1: 2 marks +2 SPaG

04 Have governments been the main factor in the development of public health in Britain?

Explain your answer with reference to the role of the government and other factors.

Use a range of examples from across your study of Health and the people: c1000 to the present day.

[16 marks + 4 SPaG]

## Level 2 response

### June 2019 Health and the People

Government has been one of the main factors in the development of public health in Britain. For example, in the renaissance after the Great Plague in 1665 the government tried to enforce new laws about cleanliness in the towns. In the Renaissance (meaning re-birth) after the Great Plague the government were starting to make the link between dirt and disease because they saw that the dirtier areas of the town were more likely to have the Plague. In order to make the towns cleaner the Mayor of London issued fines for people seen dumping litter and waste in the streets. They also made butchers work in segregated areas from the streets so they do not dump rotten meat scraps on the streets.

The government wasn't the only factor which helped develop public health because the use of communication really helped. In 1980 there was the AIDs campaign that communicated the truth about how AIDs can be treated and you can live with it and not die. This helped develop public health because by communicating the message that a deadly disease could be liveable made the British people not so scared of a frightening disease.

Individuals have been a factor in the development of public health because individuals such as John Snow made giant leaps towards better public health when he linked the cholera outbreaks to dirty water coming from broad street. After John snow removed the top of the pump on Broad Street the cholera outbreak started to decrease, proving that the illness was caused by a lack of sanitation. Also, Edwin Chadwick wrote and carried out surveys involving the poor conditions and bad public health in poorer areas.

Overall the main factor in the improvement of public health is the government. It could be argued that the work of individuals allowed public health to improve however, the government changed laws helped in creating better living standards for the public health.



At Level 2, responses are often able to show some simple explanation of one or more factors with some further relevant support. However, at this level, attempted explanations remain implicit, meaning that these responses are not made explicitly relevant to the given development. Simple explanation is seen in several places in the above response, as it addresses three factors - including the given factor - in a simple way by providing a point and expanding on this with further evidence. Where there is an attempt to link explanation back to the question, this is not substantiated. The response is well organized and draws on examples from three of the four parts of the specification, but the absence of developed explanation means that the response cannot progress beyond Level 2.

L2: 7 marks +3 SPaG

04 Has war and violence been the main factor in the development of Parliament?

Explain your answer with reference to war and violence and other factors.

Use a range of examples from across your study of Power and the people.

[16 marks + 4 SPaG]

## Level 3 response

### June 2019 Power and the People

There are many factors that have contributed to the development of Parliament and war and violence is definitely important. Firstly, in the 1260 Civil War broke out between Henry III and the rebel barons led by Simon the Montfort. When Henry and his son, Edward, were captured in 1264, Simon de Montfort ruled England and this led to members of the Commons being invited to Parliament the first time in January 1265. In the English Civil War between 1642 and 1651 Parliament seized lots of power from Royal authority due to their victory over Charles and his Royalist army. This led to Charles's execution and the rule of Oliver Cromwell from 1653 – 58. When the monarchy was restored following this, Parliament's role was greatly increased as they wanted more control over the military and stated that only Parliament could make laws.

There have been several more examples of war and violence contributing to the development such as the violent tactics of the Suffragettes including bombs in letterboxes. Also, the First World War can be seen to have helped women gain respect in society which led to women over 30 being enfranchised in 1918.

However war and violence is not the only factor that played a part because many individuals were also important. For example, Keir Hardie was elected independently in 1892 as a Member of Parliament and he was central to the formation of the Independent Labour Party the following year. This can be seen as an important step towards the system we have today. You could also argue that Simon de Montfort was a key individual in the development because he started the idea of sending representatives of the Commons to Parliament, which improved representation for a wide portion of the country.

Another factor that can be argued is that ideas were the main factor in causing change. During the American Revolution the phrase, 'no taxation without representation' was widely used which helped build the view that Parliament needs to provide a voice for many members of society. Similar ideas can even be seen in Magna Carta in 1215 that generated the idea that the King was subject to the law. The idea that the governmental system was corrupt was seen in 'rotten boroughs' where MPs bought their positions or areas with multiple MPs with a tiny population. This developed parliament because it led to the great reform act that closed 56 boroughs and widened the franchise to include over 650,000 men. There was also the introduction of secret ballots in 1872 and several more developments.

### Realising potential

In conclusion the development of Parliament cannot be credited to a single factor, war and violence, individuals, ideas and other factors like communication and economic reasons also played a role. Undoubtedly, war and violence was important especially I would say in the English Civil War where Royal authority was made weaker. However individuals within Parliament have been very effective like the 'Father of Parliament', Simon de Montfort, inviting the Commons. Overall I think that ideas were the main factor because without the notion that Parliament needed development, Parliament would never have been able to change.

At Level 3, responses must address the given factor and at least one other factor, use a range of examples from at least three out of four parts of the thematic specification, and show developed explanation in the response. This response is therefore credited at the top of Level 3 as it contains very good, detailed knowledge used to support developed explanation of a number of factors and draws from all parts of the specification.

The response attempts to come to a judgement about the most important factor in the concluding paragraph. However, despite its length, the judgement is asserted and requires further reasoning to demonstrate complex thinking.

L3: 12 marks + 4 SPaG

04. Have economic resources been the main factor in the development of empires?

Explain your answer with reference to economic resources and other factors.

Use a range of examples from across your study of Migration, empires and the people: c790 to the present day.

[16 marks +4 SPaG]

## Level 4 response

### June 2019 Migration, Empires and the People

Across the study there have been many empires from the North Sea Empire in the 11<sup>th</sup> Century to the British Empire which lasted into the 20<sup>th</sup>. Economic reasons have been a key factor across the time period to the development of these empires.

Economic reasons were key in establishing the British Empire, explorers as early as the 16<sup>th</sup> Century, such as Walter Raleigh and Francis Drake brought home vast amounts of gold and unique crops, such as tobacco and potatoes. It was what inspired the East India Company to travel to India and nabobs such as Robert Clive who in the Treaty of Allahabad got concessions from the Mughal Emperor. It was also the Great Heathen Army to invade in 865 and establish the Danelaw across Northern England as well as extract the Danegeld from neighbouring Saxons lords. This was the beginnings of Cnut the Great's North Sea Empire of England, Norway and Denmark. The Angevin Empire, built by Henry II was also developed through economic means with treaties and trade. Especially Flanders which he became regent of once his trading partner, Thierry of Flanders died, with Flanders later becoming his money fief. However, all these empires were also developed through a variety of factors.

One such factors was war. Whilst economics may have provided the motivation to grow, war was how they were expanded. This British Empire was grown through a series of wars. The Seven Years War against France whilst costing 59 million gained the Empire most of Canada and significant land in India in the Treaty of Paris (1763). The Great Heathen Army was just that, an army and the Danes tried to conquer England 3 times succeeding twice in 1013 and 1016 to establish Cnut's North Sea Empire. The Angevin Empire was developed through a number of ways; marriage, inheritance, alliances but also through war with significant campaigns into Ireland and Toulouse in the name of the Empire. However, war was not the only way the empires were expanded. As stated the Angevin Empire was also expanded in other ways such as Henry II's marriage to Eleanor of Aquitaine, the greatest heiress of Europe. The British Empire was also expanded through a variety of other methods such as the Berlin conference to divide Africa and colonisation such as Australia and America (although in both these cases, there were wars against the natives).

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Another key factor in the motivation to develop empires is prestige and superiority. The British Empire was established as ideas of being superior to the natives such as the White Man's Burden. The North Sea Empire was also about prestige as Sweyn Forkbeard wanted to avenge the St. Brice's Day massacre on 13<sup>th</sup> November 1002 in which his sister Gunhilde was killed. The Angevin Empire was to spread the Angevin dynasty and as a vassal of the French King, Henry II wanted to show he was more powerful than him and create his own empire.

However, the economic resources can be said to be the main factor as it comes before all the others. If you have wealth you have prestige and power. And whilst war was often used to develop the empire the motivation for this was economics and many other strategies were used. This can be seen after WWII when Britain's economy was failing – it was too costly to maintain a large empire so the Raj was granted partition and independence in 1947. You can't maintain an empire without wealth and so economic resources have been the main factor in the development of Empires.

In order to show complex thinking at Level 4, students also needed to include a substantiated judgement in relation to the question. This is most commonly seen in answers that explore the relationship or interaction between the factors in order to come to a judgement about their relative importance. This is exemplified in the above superb response. It provides developed explanation of a number of factors: the stated factor, economic resources, war (with elements of government in terms of alliances and marriages) and ideas using a vast range of examples to support their extended reasoning. The range of evidence used in the response is very impressive, but it should be noted that it is not expected that students use a range from different eras within each factor - they just need to ensure a range of examples across their answer. The response reaches Level 4 by offering a complex analysis of the relationship between the factors in a number of places, though most notably in the concluding paragraph.

L4: 16 marks +4 SPaG

## Question 4 British depth studies: 'how far do you agree...' historic environment question

As with the 16 mark question on the wider world depth study, the 16 mark historic environment question will take the form of a statement, which asks students to evaluate the relative importance of a stated factor against other factors.

Students will need to support their evaluation with relevant knowledge and understanding of the specified site and its relationship with wider events/developments of the period.

The question can target cause, consequence, change and/or continuity.

### Question

04. Entertainment for all was the main consequence of the development of the Elizabethan theatre.'

How far does a study of **The Globe Theatre** support this statement?

Explain your answer.

You should refer to **The Globe Theatre** and your contextual knowledge.

[16 marks]

### Level 1 response

#### June 2019 Elizabethan England, c1568-1603

The Globe Theatre was only an important part of Elizabethan society but important to English history and culture. It was built in 1576 and was just called 'The Theatre' until 1599. It was one of the most popular places to be at that time.

Ticket prices were really cheap that this meant that everyone could afford to go, though poor people had to watch the plays from the pit. Food and drink prices were also cheap so you could get a good meal while you were there.

Overall, I agree that entertainment for all was the main consequence.

At the lowest level, students are able to provide information that is relevant to the question and/or site, though typically there may only be a few relevant details or examples of factual knowledge provided at Level 1. The above brief response exemplifies basic thinking, as it uses some basic knowledge to describe relevant features of the theatre.

L1: 3 marks

04 The main consequence of Edward I's castle building was military'.

How far does a study of Caernarfon Castle support this statement?

Explain your answer.

You should refer to Caernarfon Castle and your contextual knowledge.

[16 marks]

## Level 2 response

### June 2019 Medieval England - the reign of Edward I, 1272-1307

The study of Caernarfon Castle supports this statement a lot because it was built with military intention in mind. It had polygonal towers and three-way archer slits to keep the Welsh intimidated and away. It was positioned near Anglesey which was the "bread basket" of Wales by putting in there, they could control Wales's food supply making them weaker. Also Madog ap Gruffydd tried to destroy it while it was being built. This means that it evidently caused the Welsh to try and get rid of Edward's castles.

However the study of Caernarfon Castle also supports the idea of intimidation being the main consequence of Edward's castle building because Edward spent £20,000 pounds building it which evidently was used to make it seem large and menacing. By placing castles everywhere in Wales, Edward was making them aware of his presence – after having killed Llywelyn for treason. This meant that they would be put off wanting to attack Edward again.

Despite this, military was the main consequence of Edward's castle building because it led for people such as Madog to attack so they clearly worked less for intimidation and deterrence but more for military action to take place. Making it the consequence.

At Level 2, responses are able to show some simple explanation of one or more relevant factors with some further relevant support with reference to the site. However, at this level, attempted explanations remain generalised or require further specific evidence from the site. This response offers two simple explanations, referencing both the given issue and another. The first paragraph provides simple explanation supported with knowledge and understanding about the military consequences of the site - it was designed to keep the Welsh away and protect resources. The second paragraph offers a simple explanation that another consequence was to intimidate the Welsh.

The final paragraph seeks to offer an assertion based on some reasoning that the military consequence was the main consequence, but the reasoning is not developed.

L2: 6 marks

04. Entertainment for all was the main consequence of the development of the Elizabethan theatre.'

How far does a study of **The Globe Theatre** support this statement?

Explain your answer.

You should refer to **The Globe Theatre** and your contextual knowledge.

[16 marks]

## Level 3 response

### June 2019 Elizabethan England, c1568-1603

I agree with the statement, 'entertainment for all' was the main consequence of the development of the Elizabethan theatre because entertainment was available for everyone rich and poor, it meant that when people would watch plays in the streets it brought all social classes together and were all able to be entertained in their leisure time.

The Globe theatre which was set up by William Shakespeare in 1599 provided entertainment for the rich and poor. For the poor it was a cheap day out and they would stand in the 'yard' or the 'pit' which was the floor where they were right next to the stage, this only cost one penny and it was a way in which they could be interactive, however things could get a little rowdy sometimes. Food and drinks were available such as beer, fruit and nuts which added to the environment. For the rich the theatre was a way in which they could be seen and were able to show off their wealth. They would sit in the galleries with coloured seating, this would cost 6p. Queen Elizabeth also love the theatre and people perform plays especially for her. Because of the difference between Catholics and Protestants all plays would be checked before being performed in the Globe to ensure that there were no references to religion, and mystery plays were banned.

The costumes were a huge focus for the Elizabethan theatre as just in reality they showed off the social status of the person. If 2 actors wore the same outfit and hair and makeup it would mean they were twins even if they looked nothing like. Costumes were extremely important and expensive so if an actor died there costume would be left in their will. Only male actors were allowed to perform plays and so men would play a female role.

Special effects were a huge source of entertainment Elizabethan theatre for example people would role (sic) a cannon ball above the stage in the 'heavens' to create the sound of thunder this created excitement in theatre. They would create lightning by putting a powder made with resin and putting it in a candle flame to create a flash. However it did go wrong and once when a cannon ball shot through the roof of the Globe it burned down. The Elizabethan theatre was also a place of patronage for nobles who could hire famous actors like Richard Burbage.

However, there was opposition to the theatre for example, it affected public health. Because everyone was mixed together especially in the 'yard' all sorts of germs could have spread and people were scared of diseases such as the pneumonic plague which was spread through coughs and sneezes. People also believed the theatre was a place for crime because there were a lot of pickpockets around and so in such a crowded area it was even more risky. A lot of fights happened in the 'yard'



### Realising potential

because people would bump into each other due to the crowded nurse resulting in others pushing and shoving.

Puritans hugely disagreed with the Elizabethan theatre and said it was the work of the devil. They were worried that people would stop going to church if there was a play on instead. Giles Allen, a major Puritan had a theatre built on his land and as soon as the lease was up he banished it.

In conclusion I believe, 'entertainment for all' was the main consequence of the development of the Elizabethan theatre because entertainment was extremely popular and so a lot of people attended the theatre, also the differences in religion was a huge cause of tension and so because the theatre didn't reference religion it added to the entertainment.

In order to progress to Level 3, responses need to show developed explanation of the given issue in the question and at least one other issue. This lengthy response provides an answer that is very knowledgeable about 'entertainment for all' as a proposition and never really waivers from supporting that point of view. There are then some descriptive passages, though the second half of the answer does address issues of crime and disease and the views of the Puritans. The conclusion - whilst a little unclear in places - seems to endorse the idea in the stated factor that the main consequence of the theatre was entertainment, though the reasoning provided is not complex and as such the response remains in Level 3.

L3: 10 marks

04 The main consequence of Edward I's castle building was military'.

How far does a study of Caernarfon Castle support this statement?

Explain your answer.

You should refer to Caernarfon Castle and your contextual knowledge.

[16 marks]

### Level 4 response

#### June 2019 Medieval England - the reign of Edward I, 1272-1307

Caernarfon Castle was built on the old Roman site of Segontium to remind Welsh people of the symbolism of vast incredible power. Edward I's series of castles were mainly constructed to establish this power, but also to deal with the outbreak of rebellion at the time under his newfound colonisation. Military could be argued as a consequence of Caernarfon Castle's building as it was defended by lots of garrisons in case the Welsh rebelled, and also for siege warfare as it was equipped with the latest military technologies such as murder holes, huge portcullis and numerous big towers. The towers themselves were polygonal in shape as an impressive design and the outer walls were white washed to stand out.

The castle was also situated near the sea so that military supplies and men could arrive as quickly as possible by ship if necessary.

However it is more feasible to argue that Edward built Caernarfon Castle with more main reasons than military, for example political, as aforementioned with the rebels. It is in the middle of the kingdom of Gwynedd which is a Welsh stronghold, and this deposes Welsh officials from their importance. It also has a town, for English merchants and trade, attached, provided as a safe haven for an English society. Welsh people were taxed heavily from this Royal administration centre, and they were only allowed into the town on market days, diminishing their identity and morale. From castles, Edward also imposed English law and regulations, assimilating Wales into his ruling. As a political factor, his Castle building could be argued to mainly suppress rebellion and impose English rule. Whether purposefully or not, his son, Prince Edward II, was also born in Caernarfon Castle, granting the Welsh people Welsh Prince who was still English at the core. Along with this the Castle's presence was a permanent reminder of English control, authority and power.

In conclusion, I believe that the main consequence of Edward's Castle building was not military, but colonisation and assimilation. At first, it may have been used for military purposes but this gradually turns into political consequences as strong military is a sign of power to subdue the Welsh. The situations and design aesthetics of the castle were purposely chosen to maintain Edward's continuous rule over Wales and the minds of her people, more so than simply battles and warfare.

This answer addresses the given issue and other issues, supporting the explanations with factual knowledge about Caernarfon Castle. It understands some of its military technology and mentions those in the first paragraph. It also understands its strategic location and shows why that was important. From the outset, however, it identifies a line of argument that rather than simply a military establishment, the symbolic value of Caernarfon Castle was the main consequence of it being built.

The response argues that the strategic position of Caernarfon Castle is not just from a military point of view, but as a way of stamping Edward's authority on the heartland of his enemy, Llewellyn ap Gruffydd - it imposed the King's authority and officials on the area. Finally, the permanence of Edward's control through Caernarfon is stressed by the birth of his son, Edward II, in the castle.

The conclusion completely suits the line of argument carried through the whole answer and contains quite a complex idea that the purpose of the castle has changed over time, from its initial military purpose to one of colonisation and absorption of Wales into England.

L4: 16 marks