



GCSE History (8145)

Assessment for Learning

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Agenda – morning session

1. Revisiting the AQA GCSE History specification – key messages.
2. Making the reformed GCSE accessible – for students who are looking to make progress towards developed thinking (defined by Level 3 in the mark schemes for Paper 1 and Paper 2).

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AQA GCSE History Overview

Paper 1: 'Understanding the modern world',	Paper 2: 'Shaping the nation',
Section A Period study 1A America, 1840–1895 1B Germany, 1890–1945 1C Russia, 1894–1945 1D America, 1920–1973	Section A Thematic study 2A Britain: health and the people 2B Britain: power and the people 2C Britain: migration, empires and the people
Section B Wider world depth study Conflict and tension, 1894–1918 Conflict and tension, 1918–1939 Conflict and tension, 1945–1972 Conflict and tension in Asia, 1950–1975 Conflict and tension, 1990–2009	Section B British depth study with historic environment Norman England, c1066–c1100 Medieval England: Edward I, 1272–1307 Elizabethan England, c1568–1603 Restoration England, 1660–1685

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How do we examine the new spec?

Paper 1: 'Understanding the modern world', 50%, 1hour 45 minutes.	Paper 2: 'Shaping the nation', 50%, 1hour 45 minutes
Section A Period study 6 compulsory questions (40 marks)	Section A Thematic study 4 compulsory questions (40 marks + 4 additional marks for SPaG)
Section B Wider world depth study 4 compulsory questions (40 marks + 4 additional marks for SPaG)	Section B British depth study with historic environment 4 compulsory questions (40 marks)

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What are the new requirements for GCSE History?

AOs	Weighting	Target
AO1	35%	Knowledge and understanding
AO2	35%	Analysis and explanation of key concepts (second-order concepts)
AO3	15%	Source analysis
AO4	15%	Interpretations

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Session 1 What is 'developed' explanation?

- **Focus:** AO1 and AO2
- **Question types:** all those which demand analysis and explanation of second order concepts, underpinned by knowledge and understanding.
 - 'In what ways...?'
 - 'Which of the following...?'
 - 'Write an account...'
 - 'How far do you agree with this statement?' (Main reason)
 - 'Explain the significance of....'
 - 'Compare.... In what ways were they similar?'
 - 'Has X been the major factor in....?'
 - 'Explain what was important about...'
 - 'The main change...was....?' (HE)



Common errors and misconceptions

- Thinks that telling the story is explaining
- Can identify relevant factors but describes them rather than explaining
- Fail to act on key words such as 'describe', 'explain', 'how far'.
- Fail to take note of starting or finishing dates.
- Write long and irrelevant introductions
- Tell the examiner everything they know
- Confuse events such as the Berlin Blockade and the Berlin Wall; German hyper inflation and Wall St Crash.
- Fail to use 'because' or key words from the question
- Fail to link the answer to the question

Teaching about knowledge, understanding, & Second order concepts (A01 and A02)

Three stages in historical thinking

A01	Students need to 'demonstrate knowledge and understanding of key features and characteristics of the periods of history they have studied.'	Evaluate	Students reach a balanced, relevant and justified judgement.
	A02	Students need to 'explain and analyse historical events and periods using second-order concepts.' The second-order concepts include: cause, consequence, change, continuity, similarity & difference, significance.	Explain
		Identify	Students state, assert, and/or describe relevant causes, consequences, similarities.

Understanding explanation

Explaining concepts

Why did Germany hate the military terms of the Treaty of Versailles?

- A student had to consider this statement as part of an answer to a 16 mark question about why the Germans resented the Treaty of Versailles so much. Students need to **identify** and **explain** a range of factors of which this was one.

'They hated the fact that their army had been reduced to 100,000 men because this was not many and it meant they had a small and weak army.'

- Is this 'historical explanation'?

Paper 1 Explaining – ‘in what ways’ Question 5 (A01 and A02)

‘Explaining concepts

Why did Germany hate the military terms of the Treaty of Versailles?

‘They hated the fact that their army had been reduced to 100,000 men because this was not many and it meant they had a small and weak army. This would make them vulnerable to attack because Germany was surrounded by heavily armed neighbours.’

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Paper 1 the ‘bullet point’ Question (06)

Which was the more important reason?

Which of the following was the more important consequence of the American Civil War for those living in the Southern states:

- Political consequences
- Social and economic consequences

Explain your answer with reference to both bullet points.

Students are asked to **identify** and **explain** the impact of two reasons for a key event/development/individual and/or group.

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Paper 1 the ‘bullet point’ Question (06)

Which was the more important reason?

Which of the following was the more important reason why the Weimar Republic was in danger in the years 1919-1923:

- Economic problems
- Political unrest?

Explain your answer with reference to both reasons.

Students are asked to **identify** and **explain** the impact of two reasons for a key event/development/individual and/or group.

These stages of historical thinking about explanation relate directly to key definitions in the mark scheme, ie **‘basic’, ‘simple’ and ‘developed’**.

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Paper 1 the 'bullet point' Question (06)

Level 3 Developed explanation of both bullets 7-9
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question
Extends Level 2. Candidates may progress from a simple explanation of causation with extended reasoning supported by developed factual knowledge and understanding.

Level 2 Simple explanation of bullet(s) 4-6
Answer demonstrates specific knowledge and understanding that is relevant to the question.
Candidates may progress from a basic explanation of causation by using simple reasoning and supporting it with factual knowledge and understanding.

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Paper 1 the 'bullet point' Question (06)

Level 1 Basic explanation of bullets 1-3
Candidates identify, recognise and provide a basic explanation of one/both bullets.

No evidence or fails to answer the question 0

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Paper 1 the 'bullet point' Question (06)

Level 3 Developed explanation of both bullets 7-9
For example... candidates may explain how Germany had emerged from the war with enormous debts and the reparations burden which, combined with the government's refusal to pay, caused the invasion of the Ruhr and the resultant hyperinflation made people very poor, desperate and angry towards the government. Also, political opposition in the form of left wing political groups such as the Spartacists and right wing extremists such as Kapp and Hitler tried to overthrow the Republic.

Level 2 Simple explanation of bullet(s) 4-6
For example, economic problems caused danger and were important because the failure to pay reparations and resulting invasion of the Ruhr led to hyperinflation. Political uprisings such as the Spartacists threatened the political stability of Germany.

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Marking exercise

What does developed explanation look like?

Examples of explanation style questions.

Using the mark schemes, how many marks would you award each example?

What are the different characteristics of each answer?

How can we use these examples to inform students and support their progress?



Paper 2 – Thematic: the 'comparison' Question

What do we mean by similarity?

Compare the Black Death in the Middle Ages with the Cholera epidemics in the 19th century.
In what ways were they similar?
Explain your answer with reference to both epidemics.

- Students need to **identify** and **explain** way(s) in which the two key events are similar.
- They'll need to reference both key events.
- Students do not need to identify or explain differences. In future exam papers, we may ask students to look at differences as an alternative.

Compare the Peasants' Revolt with the campaign for the People's Charter.
In what ways were they similar?
Explain your answer with reference to both events.

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Paper 2 – Thematic: the 'factors' Question

The Main factor Question

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

Explain your answer with reference to religion and other factors.

- Students need to **identify** and **explain** how factors have influenced a key development / theme / issue in the thematic.
- They'll need to reference the given factor religion.
- Students should consider the role of other factors in their thematic.

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Explanation style questions – generic mark scheme

Level 3 Developed explanation

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

Extends Level 2. Candidates may progress from a simple explanation of causation with extended reasoning supported by developed factual knowledge and understanding.

Level 2 Simple explanation

Answer demonstrates specific knowledge and understanding that is relevant to the question.

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

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Level 1 Basic explanation

Candidates identify, recognise and provide a basic explanation of (a) factor(s) which (is) are relevant to the question.

No evidence or fails to answer the question 0

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Activities for encouraging developed explanation

- Discuss activities you have used which have helped students develop their understanding of second order concepts.
- Card sorts (eg anaesthetics 'significance' question)
- Id/explanation recognition (eg 'In what ways' question)
- Matching activity (eg 'importance' question)
- Literacy toolkit



Card sort activity: the 'significance' Question

Paper 2 Thematic question What do we mean by significance?

Explain the significance of anaesthetics in the development of medicine.

Students are asked to **identify** and **explain** the significance of a key event/development/individual and/or group.

Students might want to consider:

- why it was important at the time
- the short-term impact
- the medium-term impact
- long-term consequences
- influence today

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Paper 2 – Thematic: the 'significance' Question

How will the mark scheme work?

Explain the significance of anaesthetics in the development of medicine.

Level 3: Candidates may progress from a simple explanation of significance with developed reasoning considering **two or more** aspects of significance, supported by factual knowledge and understanding.

Level 2: Candidates may progress from a basic explanation of significance by simple reasoning of **one** of the identified aspects, supported by factual knowledge and understanding.

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Recognising 'developed' statements activity- the 'in what ways' question

'Explaining concepts' activity Paper 1 question 5 [8 marks]

In what ways were the lives of women in Germany affected by Nazi social policies?
Explain your answer.

- Students need to **identify** and **explain** the way(s) in which the lives of women were affected by Nazi rule.

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

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Matching activity: the explain 'importance' question

Paper 2 British depth study 'Explain what was important about ...?'

Explain what was important about the reforms of the monasteries for Norman England .

Explain what was important about the problem of poverty in Elizabethan England

- Students need to **identify** and **explain** way(s) in which a key feature had an impact.

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Paper 1 Section B: – 'write an account' question

Write an account [8 marks]

Write an account of how the shooting down of a U2 spy plane in 1960 became an international crisis.

Students need to be able to:

- demonstrate their knowledge and understanding of a sequence of events
- use cause and/or consequence to demonstrate how these events led to a wider problem.

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Paper 1 Section B: – 'write an account' question

When a US spy plane was shot down by the Soviets, the pilot Gary Powers was arrested. When the US claimed that it was a weather plane which got lost, Powers was paraded on TV and Khrushchev called their bluff, accusing the Americans of spying. The US was humiliated not only for being caught spying but also for trying to cover it up. The USSR's demand for an apology was refused.

Write an account of how the shooting down of a U2 spy plane in 1960 became an international crisis .

How might this be improved?

Consider that the question specifically asks about how events led to an international crisis*.

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Paper 1 Section B: – ‘write an account’ question

When a US spy plane was shot down by the Soviets, the pilot Gary Powers was arrested. When the US claimed that it was a weather plane which got lost, Powers was paraded on TV and Khrushchev called their bluff, accusing the Americans of spying. The US was humiliated not only for being caught spying but also for trying to cover it up. The USSR’s demand for an apology was refused.

Write an account of how the shooting down of a US spy plane in 1960 became an international crisis.

This was a crisis because Khrushchev was so angry he refused to attend the Paris peace summit – so hoped for talks about the arms race and a test ban did not happen so the dangers of a nuclear stand off between East and West continued.*

Explaining another step* in the crisis would be Level 4.

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Any questions?



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Session 2: understanding AO3 and AO4

- **Focus:** AO3 and AO4
- **Question types:** all those which demand analysis and evaluation of sources and interpretations
- ‘Why might the authors...have a different interpretation?’
- ‘Which interpretation do you find more convincing?’
- ‘How useful....?’



A/O 3 & 4: Understanding the assessment objectives

AO3	Students need to 'Analyse, evaluate and use sources to make substantiated judgements in the context of the historical events studied.'
AO4	Students need to 'Analyse, evaluate and make substantiated judgements about interpretations in the context of the historical events studied.'

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Teaching about sources and interpretations (AO3 and AO4)

When looking at **sources** and **interpretations** students should consider the following aspects:

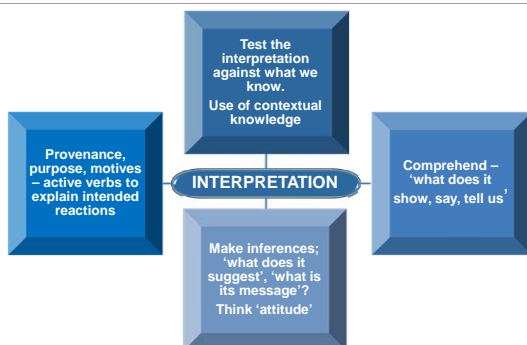
Provenance	Using author, place, the time it was created etc to determine purpose.
Analysis of content	What is the source/interpretation saying? What is the message or inference?
Historical context	How does the source/interpretation relate to their contextual knowledge of the historical period?

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Aspects of AO4 analysis and evaluation



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Paper 1: The Period Study

SECTION A
Germany, 1919-1945: Democracy and dictatorship
Answer all six questions on page 3 and then turn to page 5 for Section B

Read Interpretations A and B and answer the questions 01, 02 and 03 on page 3.

Interpretation A Albert Speer, writing in his book, 'Inside the Third Reich' written in 1960.
He remembers hearing Adolf Hitler speak in January 1931 at Berlin University. Albert Speer went on to become the Nazi Minister for weapons. He was sentenced to 20 years in prison after the war and released in 1966.

Everything about him was reasonable and ordinary looking; he was no shrieking fanatic in a uniform. He spoke passionately; it was hypnotic and persuasive. We went carried on a wave of enthusiasm. It swept away our doubts. Here, it seemed was hope, new ideals, a new understanding. The peril of communism could be stopped.

Interpretation B Victor Schiff, in an article written in 1950 where he explains Hitler's rise to power.
Schiff was a German journalist and socialist who worked as the Paris correspondent for the American 'Daily Herald' newspaper in the 1930s.

If there is one point on which we all agree, it must be surely that Hitler owes his rise and ultimate victory to the World Economic Crisis. Hitler appealed to the despair of the unemployed workers, the young people who had no future; to the middle class businessman and craftsman heading for bankruptcy and to the farmers threatened with a fall in agricultural prices.

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Paper 1 – The Period Study – examples of interpretations (1)

Interpretation A

Albert Speer, writing in his book, 'Inside the Third Reich' written in 1960.

He remembers hearing Adolf Hitler speak in January 1931 at Berlin University. Albert Speer went on to become the Nazi Minister for weapons. He was sentenced to 20 years in prison after the war and released in 1966.

'Everything about him was reasonable and ordinary looking; he was no shrieking fanatic in a uniform. He spoke passionately; it was hypnotic and persuasive. We were carried on a wave of enthusiasm. It swept away our doubts. Here, it seemed was hope, new ideals, a new understanding. The peril of communism could be stopped.'

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Paper 1 – The Period Study – examples of interpretations (2)

Interpretation B

Victor Schiff, in an article written in 1950 where he explains Hitler's rise to power.

Schiff was a German journalist and socialist who worked as the Paris correspondent for the American 'Daily Herald' newspaper in the 1930s.

'If there is one point on which we all agree, it must be surely that Hitler owes his rise and ultimate victory to the World Economic Crisis. Hitler appealed to the despair of the unemployed workers; the young people who had no future; to the middle class businessman and craftsman heading for bankruptcy and to the farmers threatened with a fall in agricultural prices.'

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Paper 1: The Period Study – Section A

- 0 1** How does **Interpretation B** differ from **Interpretation A** about Hitler's appeal to the people of Germany?
Explain your answer using **Interpretations A and B**. [4 marks]
- 0 2** Why might the authors of **Interpretations A and B** have a different interpretation about Hitler's appeal to the people of Germany?
Explain your answer using **Interpretations A and B** and your contextual knowledge. [4 marks]
- 0 3** Which interpretation do you find more convincing about Hitler's appeal to the people of Germany?
Explain your answer using **Interpretations A and B** and your contextual knowledge. [8 marks]

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Paper 1 Period Study – 'why do they differ?' question

Why do they differ? [4 marks]

Why might the authors of **Interpretations A and B** have a different interpretation about Hitler's appeal to the people of Germany?

Explain your answer using **Interpretations A and B** and your **contextual knowledge**. [4 marks]

- Students need to identify and explain why the authors might have different interpretations using the **provenance** provided.

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Paper 1 Period Study – 'how convincing' question

How convincing? [8 marks]

Which interpretation do you find more convincing about Hitler's appeal to the people of Germany?

Explain your answer using **Interpretations A and B** and your **contextual knowledge**. [8 marks]

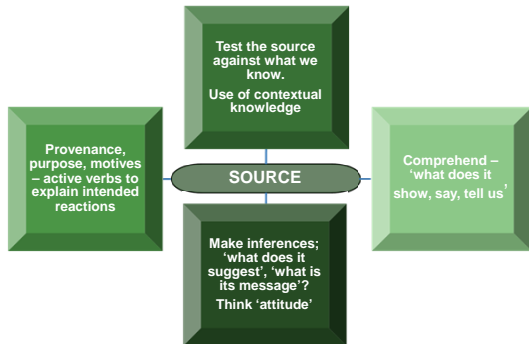
- Students need to use their **relevant knowledge and understanding** of the period in order to evaluate which interpretation they find more convincing.
- Students are not expected to evaluate provenance.

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Aspects of A03 analysis and evaluation



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Evaluating sources for usefulness

- need to understand the difference between reliable and useful
- ask yourself 'useful for what?'
- need to understand that sources which appear to be biased are often very useful - unwitting testimony
- need to understand that sources tell you a lot about the author/artist



Paper 1 Section B: – the 'utility' question

'Utility' questions [12 marks]



From J M Keynes' book 'The Economic Consequences of the Peace' published in 1919. Keynes was a leading economist who worked for the British government but resigned in protest three weeks before the Treaty of Versailles was signed.

Nations should not morally visit on the children of their enemies the wrongdoings of parents or of rulers. The Treaty includes no provisions for the economic recovery of Europe - nothing to make the defeated Central Empires into good neighbours. The Big Three were preoccupied with other issues - Clemenceau to crush the economic life of his enemy, Lloyd George to bring home something that would be acceptable for a week, the President to do nothing that was not just and right.

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Paper 1 Section B: – the 'utility' question

'Utility' questions [12 marks]

Study **Sources E and F**.

How useful are **Sources E and F** to a historian studying opinions about the Treaty of Versailles?

Explain your answer using **Sources E and F** and your **contextual knowledge**.

- To answer the 'utility' questions students will use **content, provenance** and their **contextual knowledge** to evaluate how useful the sources are. **Knowledge is used to critically question both the content and provenance of the sources.**

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Paper 1 the 'utility' question

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

Answer demonstrates specific knowledge and understanding that is relevant to the question.

Extends Level 2. Candidates may progress from a simple evaluation of the sources with extended reasoning related to utility on the basis of content and/or provenance.

Level 2 Simple evaluation of sources based on the content and/or provenance 4-6

Answer demonstrates specific knowledge and understanding that is relevant to the question.

Candidates may progress from a basic analysis of the source to simple analysis of the content and/or provenance.

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Paper 1 the 'utility' question

Level 1 Basic analysis of source (s) 1-3

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

No evidence of fails to answer the question 0

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Marking exercise

What does developed analysis and evaluation of AO3/4 look like?

Here are some examples of a utility style question.

Using the mark scheme, how many marks would you award each example?
What are the different characteristics of each answer?
How can we use these examples to inform students and support their progress?



Activities for encouraging developed analysis and evaluation

- Discuss activities you have used which have helped students develop their understanding of sources and interpretations.
- Card sorts (utility style questions – Conflict and Tension)
- Matching activity (recognition of inferences – Vietnam sources)
- Literacy toolkit



Assessment: Summing up - what common errors do candidates make?

- Write unnecessary background introductions
- Start by describing the source
- Not addressing the question until the end of the answer
- Simplistic evaluation
- Fail to make appropriate use of their knowledge
- Failing to **EXPLAIN HOW** a source supports or disagrees with the statement



Any questions?



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