

# GCSE (9–1) History A (Explaining the Modern World)

J410/10 War and British Society c.790 to c.2010

Sample Question Paper

**Date – Morning/Afternoon**

Time allowed: 1 hour



**OCR supplied materials:**

- the OCR 12-page Answer Booklet

**Other materials required:**

- None



## INSTRUCTIONS

- Answer **all** the questions.
- Do **not** write in the bar codes.

## INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- This document consists of **4** pages.

Answer **all** the questions.

1. Describe **two** examples of the impact of the civil wars of the period 1642–1651 on the population of Britain.  
[4]
2. Explain why the feudal relationship between king and barons broke down in the reign of King Stephen (1135–1154).  
[8]
3. How far were the Jacobite campaigns of 1715 and 1745 significant for Britain?  
[14]
- 4.\* 'Between 1500 and 2010, wars were supported by the population.' How far do you agree with this statement?  
[24]

SPECIMEN

**BLANK PAGE**

SPECIMEN

SPECIMEN

---

Copyright Information:

OCR is committed to seeking permission to reproduce all third-party content that it uses in the assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements booklet. This is produced for each series of examinations and is freely available to download from our public website ([www.ocr.org.uk](http://www.ocr.org.uk)) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

**...day June 20XX – Morning/Afternoon**

**GCSE (9–1) History A (Explaining the Modern World)**

**J410/10 War and British Society c.790 to c.2010**

**SAMPLE MARK SCHEME**

**Duration: 1 hour**

**MAXIMUM MARK 50**

**This document consists of 16 pages**

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on–screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log–in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
  - if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

Please note that the Assessment Objectives being assessed are listed at the top of the mark scheme for each question, above the 'Additional guidance'. Where more than one Assessment Objective is being assessed, the more heavily weighted Assessment Objective will be listed first, and the maximum number of marks for each Assessment Objective will be given so that the relative weightings are clear. When marking, you must therefore give greater priority to the more heavily weighted Assessment Objective when determining in which level and within a level to place an answer.

#### 11. Annotations

Annotation	Meaning



## 12. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

## USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

1. Describe **two** examples of the impact of the civil wars of the period 1642–1651 on the population of Britain.

<b>Assessment Objectives</b>	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]
<b>Additional Guidance</b>	<p>First mark for identification of measures + second mark for descriptive detail for each response.</p> <p>Note that a maximum of 2 marks can be given for correct identification of measures even if more than two measures are identified.</p> <p>All content is indicative only and any other correct examples of the impact of the civil wars on the period 1642–1651 on the population of Britain should also be credited.</p>

Levels	Indicative content	Marks
<p>N/A</p> <p>Points marking</p>	<ul style="list-style-type: none"> <li>Large numbers of military and civilian deaths from warfare, hunger and disease + around 160 000 to 190 000 from a population of around 5 million.</li> <li>Heavy taxation and or requisitions by Royalist and Parliament sides + in the form of money, food and similar supplies and animals, especially horses.</li> <li>Both sides trying to force men to serve in their forces contributed to massive disruption to business and trade.</li> <li>Destruction of towns and villages + in-fighting or as reprisals or from deserters seeking food or plunder.</li> </ul>	4

2. Explain why the feudal relationship between king and barons broke down in the reign of King Stephen (1135–1154).

<b>Assessment Objectives</b>	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]  AO2: Explain and analyse historical events and periods studied using second order historical concepts. [4]
<b>Additional Guidance</b>	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.  No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
<b>Level 4</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and convincing analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 4 answers will typically contain a range of description and explanation that is directly relevant to the question e.g.</p> <p><i>There were several reasons why the feudal relationship broke down in Stephen's reign. The most important reason, which underpins the others, is that Stephen's claim to the throne was disputed. In this period the succession was guaranteed by power and force as much as by legal rights. When Henry I died in 1135 he had no son to follow him, only his daughter Mathilda. Stephen (who was Henry I's nephew) argued that he should take the crown for the good of the kingdom. By 1138, Stephen was facing war from the powerful Geoffrey of Anjou, the husband of Mathilda. His enemies invaded in 1139 and Stephen was unable to defeat them. This led many barons to wonder whether they should follow Stephen. Some (for example, Miles of Gloucester) renounced their loyalty to Stephen and defected to his enemies because they thought Mathilda had a better claim to the throne.</i></p> <p><i>Another reason why some Barons went against Stephen was that they wanted to increase their own wealth and power. For example, Ranulf of Chester rebelled because he wanted lands in the north of England from Stephen which Stephen refused. Many other barons took the opportunity to seize lands, refuse to pay taxes and build castles without permission because the king was unable to enforce his authority.</i></p>	<b>7–8</b>
<b>Level 3</b> <ul style="list-style-type: none"> <li>Response demonstrates accurate knowledge and</li> </ul>	<p>Level 3 answers will typically contain description with explanation that is directly relevant to the issue in the question e.g.</p>	<b>5–6</b>

<p>understanding that is relevant to the question.</p> <ul style="list-style-type: none"> <li>This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p><i>The main reason why feudal relations broke down under Stephen was war. For most of his reign, Stephen had to fight against opponents who believed he had stolen the throne from Mathilda, the daughter of Henry I. Stephen's enemies invaded in 1139 and Stephen was unable to defeat them. This led many barons for example, Miles of Gloucester, to renounce their loyalty to Stephen and defect to his enemies because they thought Mathilda had a better claim to the throne.</i></p> <p><i>Another reason why some Barons went against Stephen was that they wanted to increase their own wealth and power. While Stephen was fighting his enemies many barons took the opportunity to seize lands or build castles without permission because the king was unable to enforce his authority.</i></p>	
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>Response demonstrates some knowledge and understanding that is relevant to the question.</li> <li>This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 2 answers will typically contain description of events that is linked to the issue in the question e.g.</p> <p><i>The main reason why feudal relations broke down under Stephen was war. For most of his reign Stephen had to fight against opponents who believed he had stolen the throne from Mathilda, the daughter of Henry I. Stephen's enemies invaded in 1139 and Stephen was unable to defeat them. This led many barons for example, Miles of Gloucester, to renounce their loyalty to Stephen and defect to his enemies because they thought Mathilda had a better claim to the throne.</i></p>	<p><b>3–4</b></p>
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>Response demonstrates basic knowledge that is relevant to the topic of the question.</li> <li>There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.</li> </ul>	<p>Level 1 answers will typically contain general points e.g.</p> <p><i>In 1135 Henry I died and he had no son. Stephen was Henry's nephew and he decided to take the throne. Not everyone accepted this, including Mathilda's powerful husband, Geoffrey of Anjou.</i></p>	<p><b>1–2</b></p>
<p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>		<p><b>0</b></p>

## 3. How far were the Jacobite campaigns of 1715 and 1745 significant for Britain?

<b>Assessment Objectives</b>	AO2: Explain and analyse historical events and periods studied using second order historical concepts. [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]
<b>Additional Guidance</b>	Where only one of the listed Jacobite campaigns is considered, answers cannot reach above the top of Level 2.  The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.  No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<b>Level 4</b> <ul style="list-style-type: none"> <li>The response has a full, well-developed explanation and thorough, convincing analysis of historical events/period in terms of the second order historical concept(s) in the question.</li> <li>This is supported with a range of accurate knowledge and understanding that is fully relevant to the question.</li> </ul>	<p>Level 4 answers will typically contain a range of description and explanation that is directly relevant to the significance of both of the Jacobite campaigns for Britain e.g.</p> <p><i>Obviously any invasion of England by Scotland must be seen as a significant historical event. However, the campaigns of 1715 and 1745 were significant in different ways.</i></p> <p><i>The 1715 campaign was significant for Scotland because it showed that there was still serious opposition to the Hanoverian royal family in Scotland. It was also significant because it showed that the Jacobites had enough support to mount a serious campaign. It was significant for England because it was a threat. In 1715 the Jacobites advanced into England as far as Lancashire.</i></p> <p><i>However, the 1745 rebellion was significant in different ways. The 1745 rebellion was a significant threat to England. A Jacobite army of around 5000 men advanced as far south as Derby. The threat was more serious because it came at a time when English troops were fighting in other wars in Europe against France.</i></p> <p><i>The defeat of the 1715 rebellion did not have a massive impact on Scotland. There were relatively few reprisals, rebels were treated leniently and some forts were built to patrol Scotland in the future.</i></p> <p><i>By contrast the significance of the defeat of the 1745 rebellion was huge. In the short term, rebels were imprisoned and many of them hanged. It resulted in the destruction of the military power of the Highland clans. In 1745, large numbers of Scots, especially in the lowland regions, had shown themselves to be hostile to the Jacobites. Scotland would no longer be a potential threat to England on its own or by allying with France.</i></p>	<b>11–14</b>

	<i>There were even longer term consequences for Scotland as the country became increasingly integrated with England in the expansion of the British empire. Evidence shows that many of the Highland soldiers actually joined the Hanoverian armies. They played key roles in British victories in Canada and India in the Seven Years War which led to the massive expansion of the British empire.</i>	
<b>Level 3</b> <ul style="list-style-type: none"> <li>The response has a full explanation and analysis of the historical events/period in terms of the second order historical concept(s) in the question.</li> <li>This is supported by accurate knowledge and understanding that is relevant to the question.</li> </ul>	<p>Level 3 answers will typically contain description with explanation that is directly relevant to the significance of both of the Jacobite campaigns for Britain e.g.</p> <p><i>Obviously any invasion of England by Scotland must be seen as a significant historical event. However, the campaigns of 1715 and 1745 were significant in different ways.</i></p> <p><i>The 1715 campaign was significant for Scotland because it showed that there was still serious opposition to the Hanoverian royal family in Scotland. It was also significant because it showed that the Jacobites had enough support to mount a serious campaign. It was significant for England because it was a threat. In 1715 the Jacobites advanced into England as far as Lancashire.</i></p> <p><i>However, the 1745 rebellion was significant in different ways. The 1745 rebellion was a significant threat to England. A Jacobite army of around 5000 men advanced as far south as Derby. The threat was more serious because it came at a time when English troops were fighting in other wars in Europe against France.</i></p>	<b>7–10</b>
<b>Level 2</b> <ul style="list-style-type: none"> <li>The response has an explanation and simple analysis of the historical events/period in terms of the second order historical concept(s) in the question.</li> <li>This is supported by some knowledge and understanding that is mostly relevant to the question.</li> </ul>	<p>Level 2 answers will typically contain description of events that is linked to the significance of the Jacobite campaigns for Britain e.g.</p> <p><i>The Jacobite defeats in 1715 and 1745 were important because they ended the Scottish threat to England. Both were defeated by government forces and in 1745 large numbers of Scots, especially in the lowland regions, had shown themselves to be hostile to the Jacobites.</i></p>	<b>4–6</b>
<b>Level 1</b> <ul style="list-style-type: none"> <li>The response has a basic explanation about the historical events/period in terms of the second order historical concept(s) in the question.</li> <li>The response includes limited basic knowledge that is relevant to the topic of the question.</li> </ul>	<p>Level 1 answers will typically contain general points e.g.</p> <p><i>The Jacobites were supporters of the Stuart family and were trying to get the throne of Scotland back for them, against the Hanoverians who had taken power in the 1700s.</i></p>	<b>1–3</b>
<b>Level 0</b>  No response or no response worthy of credit.		<b>0</b>



4. 'Between 1500 and 2010, wars were supported by the population.' How far do you agree with this statement?

<b>Assessment Objectives</b>	AO2: Explain and analyse historical events and periods studied using second order historical concepts. [16] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [8]
<b>Additional Guidance</b>	At Level 4, answers should select examples of support and non-support from both the medieval and early modern periods.  At Level 5, answers should deal with 'how far' in a nuanced way and reach a valid conclusion.  The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.  No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
<b>Level 5</b> <ul style="list-style-type: none"> <li>The response has a full explanation and thorough analysis of historical events and periods, which uses relevant second order historical concepts, and is developed to reach a convincing, substantiated conclusion in response to the question.</li> <li>This is supported by a range of accurate knowledge and understanding, appropriately selected from across the time period specified, that is fully relevant to the question.</li> <li><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></li> </ul>	<p>Level 5 answers will typically select a range of relevant examples of support and non-support for wars from across the early modern and modern eras which support a balanced argument and reach a valid conclusion e.g.</p> <p><i>As Level 4 with valid conclusion ...</i></p> <p><i>Overall, the statement is more correct than incorrect. However, the real problem is that no wars are ever completely popular or unpopular. In the First World War there was support for the war but also conscientious objectors. In Elizabeth I's time Catholics would probably not have supported her campaigns. So it is difficult to be exact about this question.</i></p>	<b>19–24</b>
<b>Level 4</b> <ul style="list-style-type: none"> <li>The response has a full explanation and analysis of the historical events and periods, which uses relevant second order historical concepts, and is used to develop a fully supported answer to the question.</li> <li>This is supported by a range of accurate knowledge and understanding, covering the time period specified, that is fully relevant to the question.</li> <li><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></li> </ul>	<p>Level 4 answers will typically select relevant examples of support or non-support for wars from across the early modern and modern eras which support a balanced argument e.g.</p> <p><i>The statement is only partially correct. The Second World War was well supported by the population. It has been argued that Britain was second only to the USSR in terms of how completely mobilised the population was in the war. We know from the Mass Observation Project that the war had the support of the population, not least because the enemy being fought, Nazi Germany was seen as utterly wrong and evil.</i></p>	<b>14–18</b>

	<p><i>It was a similar picture in the 1500s when Elizabeth I was fighting wars against Spain. Spain was the leading power in the world at this time and was also a Catholic power. England was a Protestant country after the Reformation of 1534. On the whole the country was united behind Elizabeth because England was threatened, most notably by the Armada in 1588, and also to defend the Protestant religion.</i></p> <p><i>On the other hand other wars were very unpopular. For example, in 2003 British Prime Minister Tony Blair led Britain into a war in coalition with the USA against Iraq. There were massive demonstrations across the country to protests against the war because many people felt it was illegal. As the war progressed the war became even more unpopular as Iraq disintegrated into chaos and British forces were attacked by an underground insurgency.</i></p>	
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>The response has an analysis and explanation of the historical events and periods, which uses relevant second order historical concepts, and is used to give a supported answer to the question.</li> <li>This is supported by accurate knowledge and understanding, from the time period specified, that is relevant to the question.</li> <li><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></li> </ul>	<p>Level 3 answers will typically select relevant examples of support and non-support for wars from either the early modern or the modern era which support a balanced argument e.g.</p> <p><i>The statement is only partially correct. The Second World War was well supported by the population. It has been argued that Britain was second only to the USSR in terms of how completely mobilised the population was in the war. We know from the Mass Observation Project that the war had the support of the population, not least because the enemy being fought, Nazi Germany was seen as utterly wrong and evil.</i></p> <p><i>On the other hand other wars were very unpopular. For example, in 2003 British Prime Minister Tony Blair led Britain into a war in coalition with the USA against Iraq. There were massive demonstrations across the country to protests against the war because many people felt it was illegal. As the war progressed the war became even more unpopular as Iraq disintegrated into chaos and British forces were attacked by an underground insurgency.</i></p>	10–13
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>The response has an explanation about the historical events and periods, which uses relevant second order historical concepts, and gives an answer to the question set.</li> </ul>	<p>Level 2 answers will typically identify examples of support or non-support for wars from either the early modern or the modern era e.g.</p> <p><i>The statement is correct. The Second World War was well supported by the population. It has been argued that Britain was second only to the USSR in terms</i></p>	6–9

<ul style="list-style-type: none"> <li>This is supported by some knowledge and understanding, from the time period specified, that is relevant to the question.</li> <li><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></li> </ul>	<i>of how completely mobilised the population was in the war. We know from the Mass Observation Project that the war had the support of the population, not least because the enemy being fought, Nazi Germany was seen as utterly wrong and evil.</i>	
<b>Level 1</b> <ul style="list-style-type: none"> <li>The response has a basic explanation about the historical events and periods in the question, though the specific question may be answered only partially or the answer may be close to assertion that is not supported by the preceding explanation. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.</li> <li>There is basic knowledge and understanding that is relevant to the time period specified and the topic of the question.</li> <li><i>The information is communicated in a basic/unstructured way.</i></li> </ul>	Level 1 answers will typically demonstrate simple knowledge e.g.  <i>There have been many wars in the period 1500–2010. Some have been supported by the population, like the First World War where hundreds of thousands volunteered to join the army in 1914–1915.</i>	<b>1–5</b>
<b>Level 0</b>  No response or no response worthy of credit.		<b>0</b>

## Assessment Objectives (AO) grid

Question	AO1	AO2	AO3	AO4	SPaG	Marks
1	4					4
2	4	4				8
3	4	10				14
4	8	16				24
Total	20	30				50